Sometime the teacher and students by putting pictures on the feltboard can make stories by using simple words. They can change the place of the pictures and make stories according to the changed position of the pictures. Also can student cam read the topic or story in the book, the other students can put pictures related to the story on the feltboard. From the cooperative activities the teachers find out that:

- Is the concept transferred to the mind of the student?
- Is there any improvement in imagination and thinking of the students?

This process is continued to develop sensory and motor skills, imagination, thinking, and expression in the children. From this 2 pictures one can make varieties of stories and scene. Through these practices we can encourage students participation in the classroom activities.

In using the feltboard the teacher guides the students in putting the pictures on the feltboard and telling the related story. When this practice is done for sometime the students may write their story looking to the pictures. The teachers may at the end for the correction of words and grammar writes the story. This activity of the teacher is not to change the story but to show it in written form correctly. sometime the students make story from the pictures on the feltboard and compare their written stories to each other.

During our discussion from the question of the participant we found out that there were some misunderstandings in using feltboard. Some were thinking that they have to use it in any subject and in any topic in each subject. In this Mr. Benoit explained that we cannot use feltboard in any subject equally. Also in the same subject, we may use feltboard in some chapters not in all chapters. we may use other teaching Aid materials related to the subject where the use of feltboard is not possible. Therefore whenever or wherever it is needed use it otherwise use some other means such as charts, posters, models and real things.

After this part we discussed how to teach the concept of numbers to the children. How to move from step in the decimal system. Where we can have from (1-9) and what happens if one more is added and the reason behind it, because the children should be convinced. Later we discussed the tenth up to 99, and the next day we discussed hundred.

As stated in the previous report PMT supervisors finished their work according to the plan up to making lesson plan and its implementation on Oct. 31, 1989. They started their work with the second part of the work plan, guidance in methodology. The teachers were help and guided practically in the classrooms. A summary of different method in teaching-learning was photo-stated and were distributed to the teachers of the experimental schools to use it as a guide when needed.

After that they started to prepare one set of teaching Aid materials with the teachers in Islamiat, Pushto and math. Subjects parallel to the preparation of teaching Aid materials their use in different subjects were shown to them. In using feltboard they had difficulty but during this part of their work the teachers were helped and guided how to use it as a teaching Aid material.

When the teachers got enough information about the teaching methods and the preparation and use of teaching Aid materials PMT supervisors started giving demonstration lesson in Islamiat, Pushto and Math in different classes. During these demonstration lessons the teachers and the headmaster were observing. After the demonstration lessons by PMT supervisors the teachers of Islamiat, Pushto and Math. gave demonstration lessons while PMT supervisors teachers of the same subjects and headmaster were observing. At the end of each lesson the strong and weak points were discussed with the teachers for future improvement. According to the supervisors reports this part was very interesting because there were great improvements in teachers' performance. They could use the best method according to the lesson plan and topics in the textbooks.

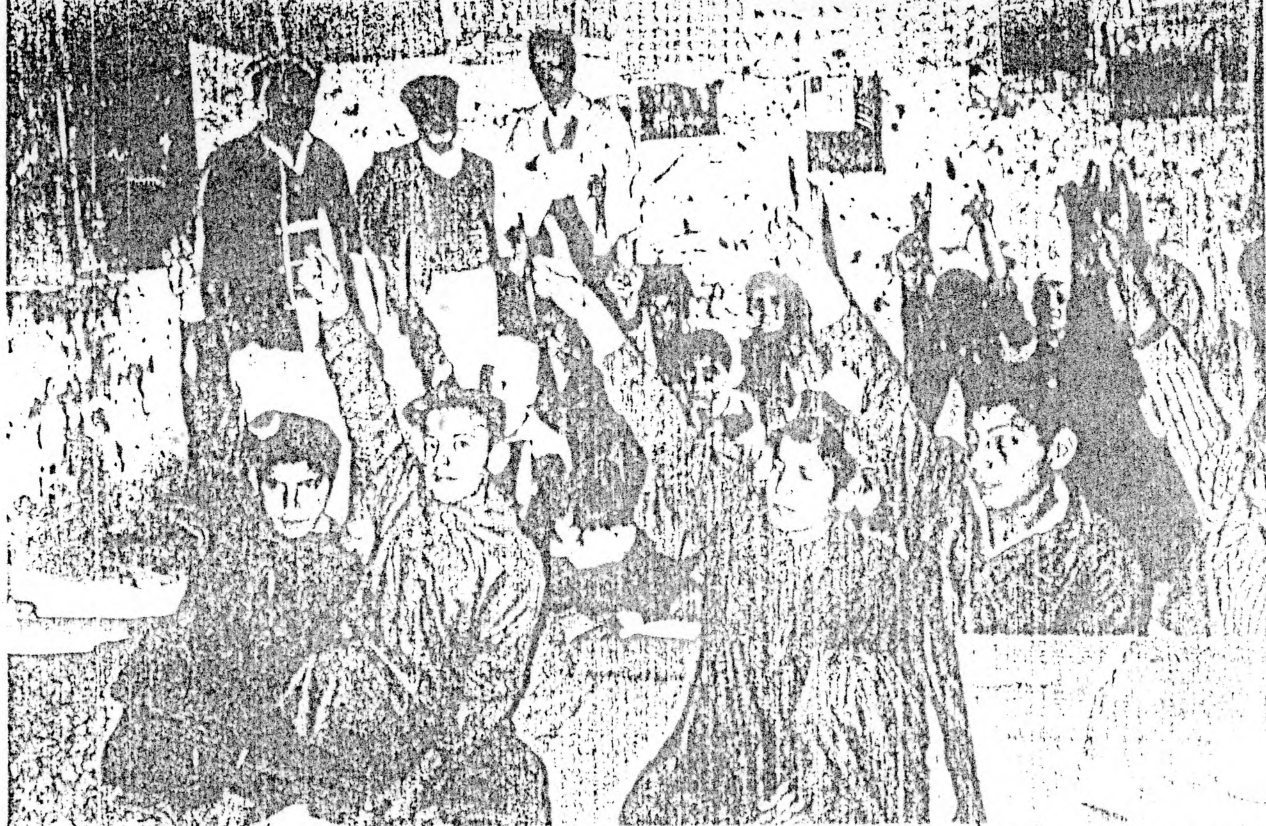
The attendance of pupils was very good due to the attention given to them by teachers and help given to the teachers by PMT supervisors. The attendance of teachers was also excellent. The charts of attendance for teachers and pupils are attached to the report.

We are satisfied with our work from September 1989 to Dec. 15, 1989 in the 12 schools of Education Cell. The teachers needed and wanted help and guidance in lesson planning, teaching methods in different subjects and how to prepare and sue teaching aid materials on the spot. PMT supervisors did help and guide them in the above areas practically in the class room. The use of Feltboard which is new in these schools and is one of the most important teaching Aid material was shown to the teachers of the experimental schools.

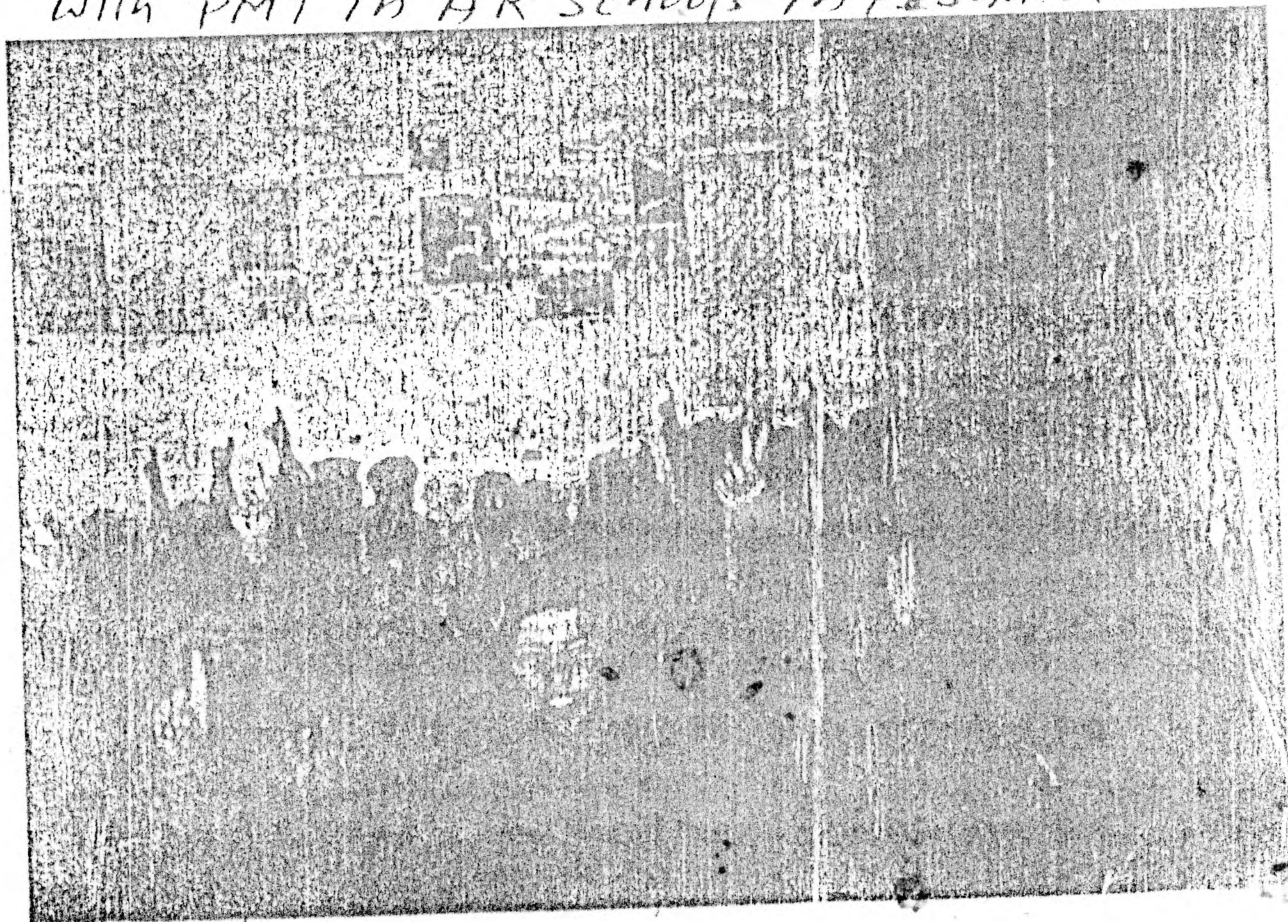
On Dec. 4, 1989 Mr. Lars Education Officer in UNHCR came to PMT office where we gave enough information about the activities and programmes of PMT supervisors. Also he along with Amir M. Ahmadi Head of Education went to the schools in Nasir Bagh camps. These schools were those which were experimental schools PMT supervisors. These were the schools where PMT supervisors since Sept. 19, 1989 were helping and guiding the teachers in the classroom in making lesson plan, teaching methods, and the preparation and using of teaching Aid materials. Mr. Lass

observed the office, classrooms while the teachers were teaching, using different methods and techniques proper to the subject matter. He observed the teaching Aid materials prepared by PMT

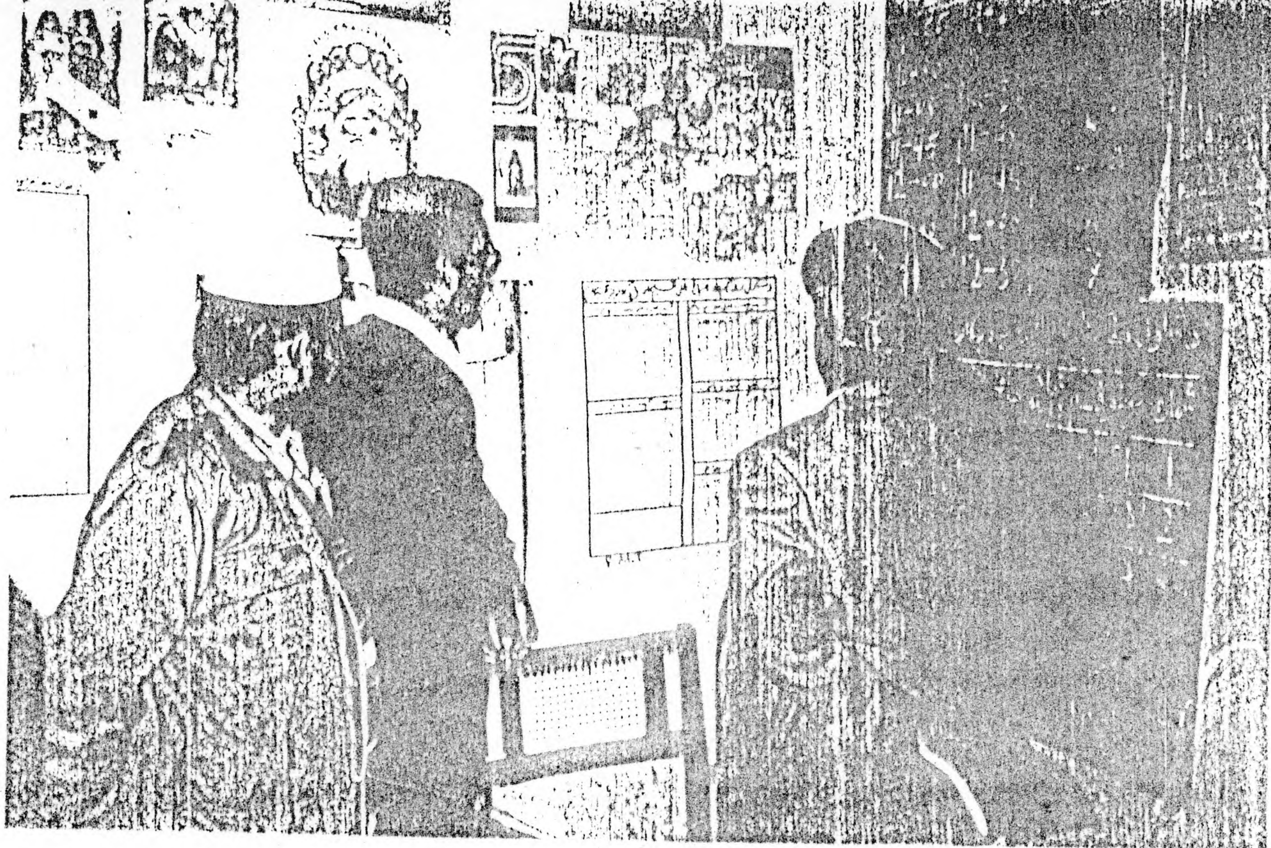
supervisors and teachers in different subjects. Really the teachers were working hard to encourage the students participation in the classroom activities. They were using teaching aid materials properly in different subjects. The attendance of teachers and students in those schools were excellent. The discipline in those schools were very good. From his observation of Administration and teaching in the schools in Nasir Bagh camp, Mr. Lars expressed his satisfaction from the work done by PMT supervisors in the experimental schools. He stated the result of his observation in Golden Book of PMT. At the end of his observation Mr. Lars discussed the schools problems with each headmaster and teacher and took notes of those problems to be solved.

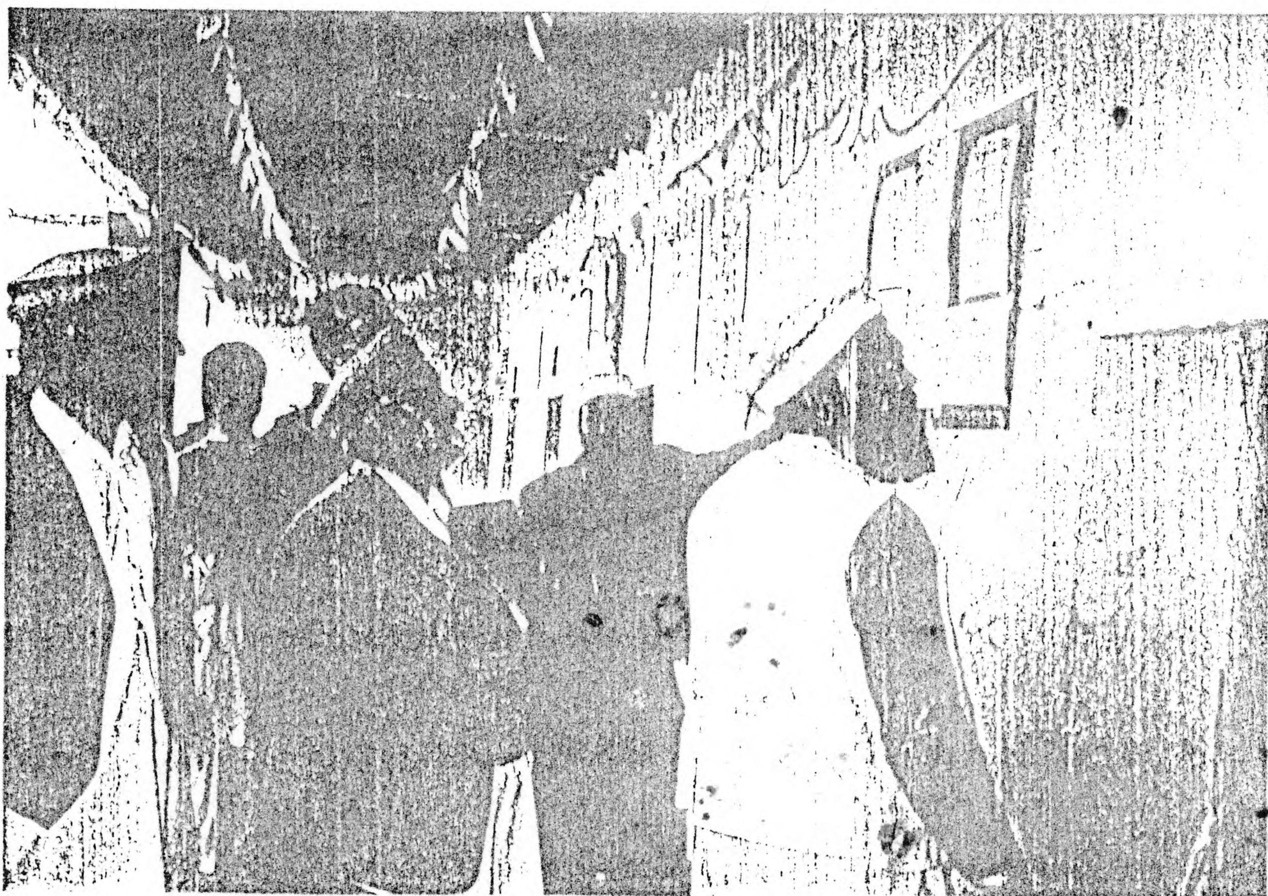


Mr. LARS Education officer in UNHCR and Amir M. Hussaini with PMT in AR Schools in Peshawar









Mr. LARS Education officer in UNHCR
and Mr. Amir M. Ahmadi with PMT
in AR Schools in Peshawar

Comparing the attendance of students and teachers in two different times, showing great improvement. A sample of the attendance in the experimental schools is shown in the following charts. Also due to the request of the teachers in the schools, PMT supervisors prepared a form showing yearly lesson plan for all the subjects. In this form or yearly lesson plan the teachers are guided how to prepare the lesson for each subject. One of the yearly lesson plan in which the subject of Islamiat is taken care of is attached to this report as an example for the teachers.

YEARLY LESSON PLAN

SOS/PG.BELGIUM

PEDAGOGIC MOBILE TEAM

Ref: CHART21

No.		1	2	3	4	5	6	7	8
Month	Subject	Holy Quran	Islamiat	Pushto	Math	Urdu	Sport		
APR.	Pages								
	Topics								
MAY	Pages								
	Topics								
SEP.	Pages								
	Topics								
OCT.	Pages								
	Topics								
NOV.	Pages								
	Topics								
Dec, 15 - Dec, 25 1st Semister Exam., Dec. 25 - Jan 5 Winter Vacation									
DEC.	Pages								
	Topics								
JAN.	Pages								
	Topics								
FEB.	Pages								
	Topics								
MARCH	Pages								
	Topics								
P.M.T	Comment								

P.M.T

STUDENTS' ATTENDENCE IN SCHOOL (1) CAMP (NASIR BAGH

CHART28

Class	DATE / TOTAL:	25/9/89 PRESENT	11/10/89 PRESENT	16/10/89 PRESENT	18/10/89 PRESENT	23/10/89 PRESENT	25/10/89 PRESENT	30/10/89 PRESENT	1/11/89 PRESENT
FIRST	130	105	101	105	116	105	102	102	102
SECOND	56	50	47	43	48	48	44	48	50
THIRD	52	44	47	48	46	44	45	43	46
FORTH	48	40	29	34	34	30	31	30	43
FIFTH	16	15	13	13	14	15	16	14	14
T.ATTENDENC	5	5	5	5	5	5	4	5	4

NOTE: The last Col. is for teachers attendence.
Attendence of students and teachers show Considerable improvement

P.M.T

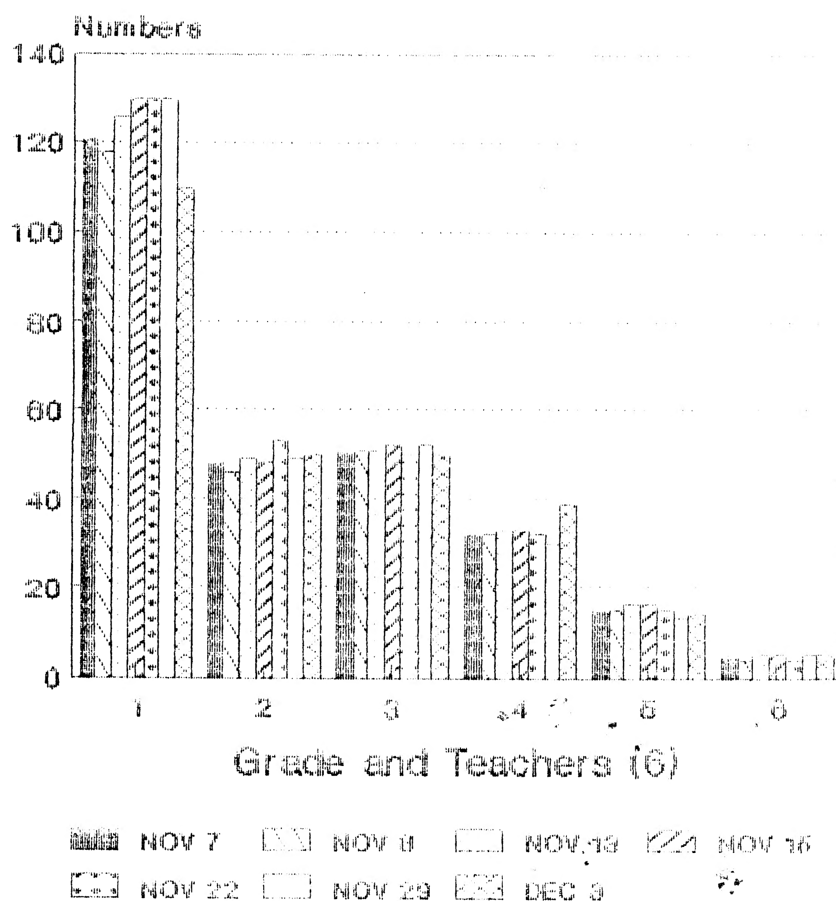
STUDENTS' ATTENDENCE IN SCHOOL (1) CAMP Nasir Bagh

CHART28

Class	DATE / TOTAL:	7/11/89 PRESENT	8/11/89 PRESENT	13/11/89 PRESENT	15/11/89 PRESENT	22/11/89 PRESENT	29/11/89 PRESENT	3/12/89 PRESENT	PRESENT
FIRST	130	121	118	126	130	130	130	110	
SECOND	56	48	46	49	48	53	49	50	
THIRD	52	51	51	51	52	50	52	50	
FORTH	48	32	32	33	33	32	30	39	
FIFTH	16	15	15	16	16	15	13	14	
T.ATTENDENC	5	5	4	5	5	4	5	5	
NOTE:	The last Col. is for teachers attendence. Attendence of students & teachers show considerable improvement								

ATTENDANCE IN SCHOOL

CAMP 1 NASIR BAGH



Ref: MNA6

MEETING REPORT

The meeting started at 2:00 P.M, October 26, 1989.
Present:

No.	Name	Position
1.	Benoit Heuchenne	Director
2.	Mohammad Nasim	Admin. Officer
3.	Mohammad Naim	Secretary
4.	Amir Mohammad Ahmadi	Head of Edu. Deptt.
5.	Abdul Hai	Member of T.T.C
6.	Mulavi Shah Hussien	Member of T.T.C
7.	Abdul Saboor	Member of T.T.C
8.	Abdul Ghani	Member of T.T.C
9.	Mohammad Alam	Member of T.T.C
10	Mohammad Aman	Member of P.M.T
11.	Ghulam Sediq	Member of P.M.T
12.	Assadullah	Member of P.M.T
13.	Mohammad Sediq	Member of P.M.T
14.	Shafiqa	Member of P.M.T
15.	Talat Jabeen	Member of P.M.T
16.	Assadullah Noori	Education Advisor (Punjab)

Excuse:

Habib-ur-Rehman — Accountant

AGENDA OF THE MEETING:

1. Introduction of Noori Assadullah
2. Food distribution system
3. Experimental Schools' Problems
4. Felt board
5. TTC practical lessons
6. TTC Principal
7. Pedagogic afternoon Programme
8. Allowance
9. Correction of teaching Material

P.M.T

STUDENTS' ATTENDENCE IN SCHOOL (   ) CAMP (Hajizai

CHART28

Class	DATE / TOTAL:	24-9-89 PRESENT	26-9-89 PRESENT	8-10-89 PRESENT	17-10-89 PRESENT	22-10-89 PRESENT	24-10-89 PRESENT	29-10-89 PRESENT	31-10-89 PRESENT
FIRST	97	86	87	89	87	89	90	90	96
SECOND	A: 34 B: 37	32 35	31 34	33 34	33 35	32 35	30 36	33 37	34 36
THIRD	A: 36 B: 33	34 31	35 30	34 32	34 32	35 32	34 31	35 32	36 33
FORTH	42	32	34	36	36	38	38	38	39
FIFTH	32	32	32	31	30	30	32	30	32
T.ATTENDENC	13	13	3	12	13	13	13	11	13
NOTE:									

P.M.T

STUDENTS' ATTENDENCE IN SCHOOL ( ) CAMP (Ha Jizai

CHART28

Class	DATE / TOTAL:	6-11-89 PRESENT	8-11-89 PRESENT	12-11-89 PRESENT	14-11-89 PRESENT	19-11-89 PRESENT	21-11-89 PRESENT	26-11-89 PRESENT	28-11-89 PRESENT
FIRST	107	100	101	100	104	99	100	103	100
SECOND	A: 36 B: 38	38 37	36 37	35 34	38 36	37 36	37 35	36 37	35 36
THIRD	A: 36 B: 34	35 32	33 31	32 33	35 32	35 30	34 34	35 32	35 32
FORTH	39	39	39	38	35	35	39	39	38
FIFTH	32	30	31	32	30	30	32	32	32
T.ATTENDENC	13	13	13	13	13	12	12	12	13
NOTE:									

Our supervisors in addition to helping and guiding teachers in methods, implementation of lesson plan, teaching Aid materials use and its preparation locally guided the teachers in how to evaluate students' achievements. Some written materials were also prepared by PMT for the teachers to use fit as guide during educational evaluation.

Different types of test are discussed in those materials The importance of continuous evaluation in education was explained to the teachers. The Administrator, teachers, and even the students should know the result of the evaluation, which will result in the future improvement of planning , teaching and learning. Applying the evaluation technic correctly the Administrators, teachers and the students will know where they are in relation to the objectives to be achieved. The same procedure is followed by female supervisors in girl schools.

December 27, 1989

Ref: AMA15

FEMALE PMT SUPERVISORS:

After a short survey in the selected Experimental Primary girls schools (Nasir Bagh camp, No1 school No1, Kacha Gari camp No 4, school No 2).

Following points were observed:

1. Teachers were not using to lesson plans (monthly plan, lesson plan) teaching methods, teaching materials.

2. They had not prepared a proper weekly schools timetable provided by Edu-Cell due to shortage of the teachers.

3. In the selected experimental schools 3 teachers out of 6 didn't attend the seminar, one teacher who attended the seminar nowadays she is attached with the Pak-German programe.

After observation during our follow-up from 1st Nov, to 13th December!

1.1. We prepared weekly teaching schedule, student monitoring sheets and to take care the cleanliness and school discipline guide sheet.

2. We prepared simple and locally make teaching aid materials.

   As we said the perfect teaching needs to have a good planning, for implementing a good plan we need some teaching-material related to the subject for proper teaching, for this purpose in experimental schools we introduced locally simple and costless material provided to them for the teaching learning. Explained to them the use and importance of these materials in teaching learning process.

3. During visits school management, teaching methodology were taught to the teachers, teaching material ad (Evaluation) Test and measurement notice were also given to the teachers.

   We prepared the annual, monthly and daily teaching lesson plans from Pushto Urdu, Mathematic text books of the 1st, 2nd, 3rd grade courses.

   Each T. Plan were discussed and explained to them and they were guided how to prepare the teaching plans.

4. Students were guided how to work in the exercise books and how to take care the books and exercise books and how to keep themselves neat and clean.

5. Chart were also prepared and provided to them, because charts have importent roll in teaching learning, in charts we can show a little bet big words, sentences, pictures to make learning easier, charts attract the students attention during learning.

6. In experimental schools the following activities were improved in Adm area.

7. Teachers are following the weekly time table.

   Taking care of the students attention have disciplinary and health committee, arrange the monthly staff meetings to discuss problems related to the schools students and teachers.

8. Teachers teaching skill is improved they learned a lot about teaching methodology, head teacher Adm skill is also improved. Both schools attendance rate was 70%.

10. In experimental schools it is very difficult for the supervisor to guide the teachers in their refreshment timings of 15 minutes break, so for that purpose if Edu-Cell permitted them that they could make a day off before half an hour of the school timings a twice a week during the supervisors day of work then it will be easy for them to follow up their program.

December 28, 1989

Ref: AMA17

Nasir Bagh-camp No 1.
Primary Girls school No 1.

PROBLEMS/PROPOSALS

The experimental school main problem is the shortage of the teachers. There are 4 teachers for 6 classes, one of them is Pak-German employer, she is working as a helper to help the teacher who is attached with Pak-German program to follow-up their Educational processes. That helper works 3 days a week in the school and another 3 days she works as observer in (Machani) ARG, school. So the purpose is that if one teacher is a pointed their then they don't face any difficulty to follow-up the Edu-Cell annual plan.

Classrooms are less then the classes 5th class students and school teachers demand that their school be up graded to the Meddle level.

They have also a toilet problem their toilet is not complete they need vip pipe and pit (compound). One toilt is not enough for the school.

December 28, 1989

Ref: AMA16

Kacha Gari camp No 4
Primary Girls school No 2.

PROBLEMS/PROPOSALS

The school building is constructed near to the road, the school ground wall is not so high, when the local busses pass on the road the inside school view is visible from these busses. The dust comes in to the schools from the road side.

The school building windows also open from the road side, which create disturbance during the learning timing. For that purpose if ground the side wall would be constructed high and boundary wall would be constructed from the window side their problems could be solved.

1st grade new enrolled students don't have text books and stationery, Books and stationary should be provided to them.

PRJECT SELF-EVALUATION RESULTS AND CONCLUSION

Looking to the report and evaluation paper we are convinced that the work of PMT supervisors were fruitful in the experimental schools. Now they are able:

1. To plan their lesson properly according to the nature of subject matter.

2. To know the difference and how to make yearly, monthly and daily lesson plans.

3. to apply the best method of teaching in different subjects.

4. To encourage the students' participation in the classroom activities.

5. to prepare teaching Aid materials locally and cheap, and how to use properly in different subjects.
6. To use the best method of evaluation to measure students' whole development.

For the above reason we are satisfied with our work in the experimental schools. Our supervisors worked with and guided about 60 teachers as on the job training. We hope the teachers will use the techniques after we leave the schools and start work in other schools. In the near future we will select other schools where we will help and guide the teachers like the above process. This time we named our work "PMT supervisors'" practical work in the schools of Education Cell.

With best regard,

Amir Mohd. Ahmadi
Head of Education.

SOS/PG.BELGIUM

PROJECT SELF EVALUATION REPORT

Pedagogic Mobile team
Jan. 1, 1989-Dec. 31, 1989

A. Basic information:

1. Pakistan
2. 89/AP/PAK/CM/223
3. Pedagogic Mobile team skill training to Afghan Refugee/School teachers in North West Frontier Province.
4. April 1989. 01/10/89. 31/01/89 finished year.
5. 301 AR school teachers and 12000 AR school children.
6. SOS/PG*BELGIUM, Solidarite Afghanistan.
7. Rs. 32144.7
8. Rs. 949000.
9. SOS/PG*BELGIUM spends a lot of money on its own to support such a program :
   The building were constructed and paid by the organisation.

The administrative support in matter of an expatriate director, and administrator, the head of the project, a secretary, an accountant is paid by our own fund.
Material such as computer and stationery are also covered by other fund that 89/AP/PAK/CM/223.
A car mainly used by the director and administrator is employed to cover mileage for meeting relating to the project.

Food is provided to the staff, which means an average of 18 Rs a day per staff paid our own funds.
Moreover, the deficit of Rs 33357 of PMT was also covered by our fund.
See hereafter the breakdown.

Month Salary of	Administrator :	Rs 6500
	Head of the project	Rs 6500
	Secretary	Rs 3500
	Accountant	Rs 3500

Food cost per day for the staff : Rs 210

B. <u>Self-Evaluation:</u>

The Department of Education of SOS/PG.BELGIUM has two sections (TTC) and (PMT) working complimentary to each other. TTC is funded by Belgium while PMT is funded by UNHCR. Both are involved in in-service training of teachers for up-grading the teaching skills of teachers in CAR Primary schools.

I. TTC gave 4 months courses for 64 primary school teachers in 11th and 12th sessions during 1989.

II. PMT like TTC was involved in the in-service and on the Job-training programs (follow-up) for CAR primary school teachers to up-grade their skills in teaching. PMT gave 4 seminars and had follow-up and school visit programs in the following chronological order during 1989.

1. Follow-up programme at the beginning of 1989 in 10 CAR primary schools in Peshawar from Jan. to April, 1989, where PMT worked with teachers in the schools. 50 primary school teachers in Kacha Gari, Kababyian, Bada Bera, Jolozai, Aza Khail camp were guided and helped 4 days a week on the job or in the classroom.

2. PMT also cooperated with TTC in teaching methodology in the 11th session of TTC.

3. In order to up-grade teaching skills of female teachers between Jan. and March, 1989 PMT gave demonstration lessons in 5 girls schools of Meara Kachori, Bada Bera, Hajizai, Kababyian and Nasir Bagh in which 36 teachers of 21 schools participated.

4. Also in this period female PMT supervisors visited 24 girls schools in Peshawar.

5. PMT trained 6 teachers sent from 2 primary schools of Bajour from March 25 to March 30, 1989.

6. Cooperating again with TTC, PMT took 30 trainees of TTC to the experimental school for teaching practice under their guidance for two weeks.

1. Mr. Noori Assadullah was introduced by Mr. Benoit Heuchenne to teachers and supervisors. Mr. Benoit said that Mr. Noori will work as Education Supervisor under SOS/PG. BELGIUM SOLIDARITE AFGHANISTAN contract in Mianwali, Punjab. He Will work independently from SOS/PG. If he needs some help we will help him but we will not influence him in his work. His salary and other expenses will be paid by UNHCR Lahor and his contract is only for six months.

Then Mr. Heuchenne asked Noori to introduce himself and explain his job briefly.

Mr. Noori said that he got M.A degree in Education from the United State Of America. Then he added that he will work with Education Cell of CAR Punjab to improve curriculum and upgrade the standard of Education in Afghan Refugees Schools in Mianwali. Then Mr. Benoit Heuchenne told Mr. Noori as we don't want you to be infl̦uced by our work plan you may leave the meeting.

Then he left the meeting.

2. From Nov. 1th, 1989 a new system of food distribution will be introduced by ITC for all the organization in ITC building. Mr. Benoit Heuchenne explained in detail the reason and procedure of the new system. The first reason he gave to the meeting was to save money and the second to get ride of wastage. He said each organization will receive tickets having certain color and the name of the organization the employee belongs. There will be three kinds of tickets, one for breakfast, one for lunch and one for the dinner. Each ticket will have different shape. One can get lunch only by using lunch ticket, and breakfast by using breakfast ticket. Mr. Benoit Heuchenne said the introduction of a new system seems difficult at the beginning but later on people get used to it. He asked the staff to be patient during 10-20 days.

At this stage Mr. Hashimi said that in our culture it is difficult to tell the guest during lunch to leave. There should be some provision. In this case Mr. Benoit said the host can see me or Mr. Nasim to solve such problem or case.

III. During schools visits PMT supervisors found out that the teachers needed more training through seminars during summer vacation.

-To select teachers for summer seminar PMT supervisors started surveying 90 boys' schools and 24 girls schools of Education Cell from May 15-May 25 1989 according to the forms were analyzed, there were 300 male and 41 female teachers who needed and wanted training.

-Based on the above information and Data since we had budget problems, PMT planned only 4 seminars for summer vacation each of two weeks duration for 122 males and 41 females primary school teachers of Education Cell in following order:

1. From June 1 to June 17, 1989 in Mian Wali for 42 male teachers.

2. From June 24 to July 6, 1989 in Peshawar for 40 male teachers.

3. From July 17 to July 29, 1989 in Peshawar for 40 male teachers.

4. From Aug. 5 to Aug. 19, 1989 in Peshawar for 40 female teachers.

-According to the above plan we started our seminars from June 1, 1989 as follow:

NO.	DURATION	NO.OF TEACHERS ATTENDED	LOCATION	NO.OF SCH. INVOLVED
1.	1/6/89-17/6/89	36 male	Mian Wali	10
2.	24/6/89-6/7/89	39 male	Peshawar	12
3.	17/7/89-29/7/89	25 male	Peshawar	19
4.	7/8/89-24/8/89	25 female	Peshawar	13
Total:		125		54

In those seminars we taught them the following subjects:

1. Teaching Methods of Islamiat, Pushto and math.
2. General Methodology
3. Educational Psychology
5. Evaluation
6. Teaching Aid material its use and preparation.

7. Also PMT supervisors gave to the trainees demonstration lessons while the teachers were observing. Afterward the trainees were asked to give model lessons while they were observed by PMT and other trainees through which they improved their skills practically.

-At the end of Aug., 1989 when we were through with our seminars we gave the reports to the related organizations including UNHCR.

-At the beginning of September, 1989 again we planned our follow-up programme, school visits, helping and guiding the teachers in the classrooms.

1. We surveyed 24 boys and girls schools in Kacha Gari, Nasir Bagh, Khazana, Haji Zai, Shah Alam and Nagoman camps out of which we selected 12 schools as experimental schools. 8 of these schools were for boys and 4 for girls; each supervisor was assigned to work in tow schools 4 days in a week. There were 60 male and 20 female teachers under practical training. On the fifth day of the week the supervisors were discussing schools' problems and how to solve them. At the same time they were preparing teaching Aid materials in different subjects for the schools.

2. Upon the request of Punjab UNHCR 4 members of PMT with the director went to Mian Wali to check the schools there, whether they are using their training of the summer seminar or not. This programme was implemented during Oct. 1-Oct. 5, 1989 in five primary schools having 25 teachers and 1078 students.

In the follow-up programme in Peshawar and Mian Wali we helped and guided the headmasters and teachers in:

1. Using and applying the training they had in 4 months courses of TTC and seminars given by PMT.

2. School management and Administration.

3. Planning the lessons properly.

4. Using the best methods suitable to each subject.

5. Using and preparing teaching Aid materials required in different subjects.

6. Evaluation of Educational achievements. Besides helping and guidance in the above areas PMT supervisors gave demonstration lessons while the teachers were observing in the classroom. In this way we apply the training they had practically.

RESULT OF PMT ACTIVITIES DURING 1989:

1. The headmasters and teachers were practically helped and guided in the real classroom situation in the follow up programs.

2. Enough training was given to the trainees during the 4 seminars of summer.

3. In the four seminars, follow up programme and school visits we taught, helped and guided:

   a. 105 male teachers in the seminars
   b. 25 female teachers in the seminars.
   c. 50 male and 36 female teachers during the follow-up programme between Jan. 1-March 1989.
   d. 65 male and 20 female teachers in the follow-up program between Sept. 19-Dec. 15, 1989.

4. Our activities covered 48 schools in Peshawar and 5 schools in Mian Wali.

5. From our guidance and help during school visits, follow-up programmes and seminars 301 Ar teachers and 12000 AR students benefited.

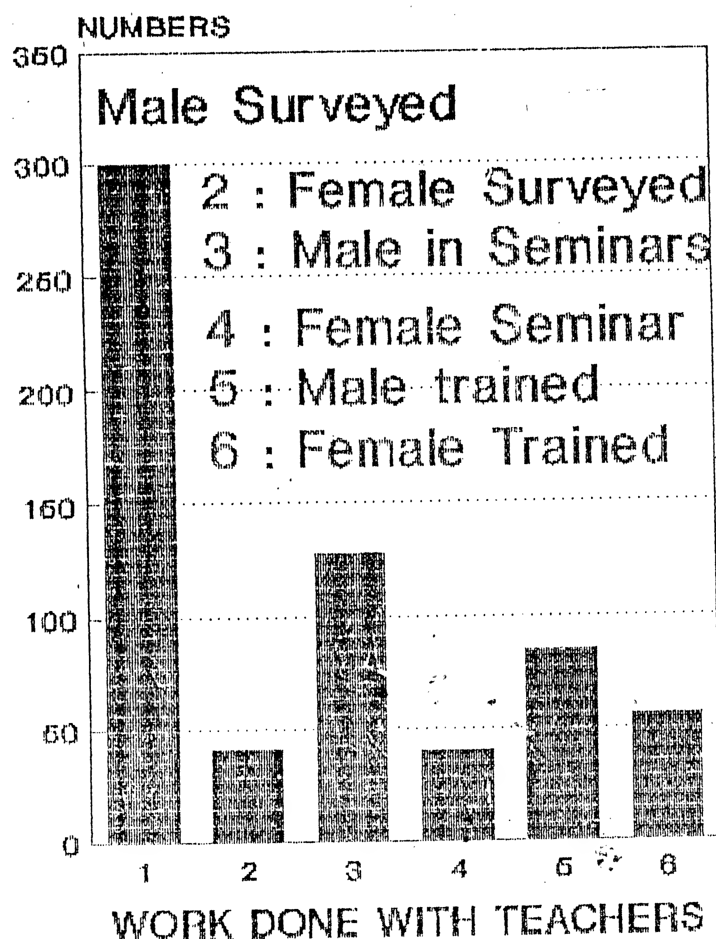
6. The attendance of schools under PMT supervision improved to a greater extent, which resulted in improvement of students achievements.

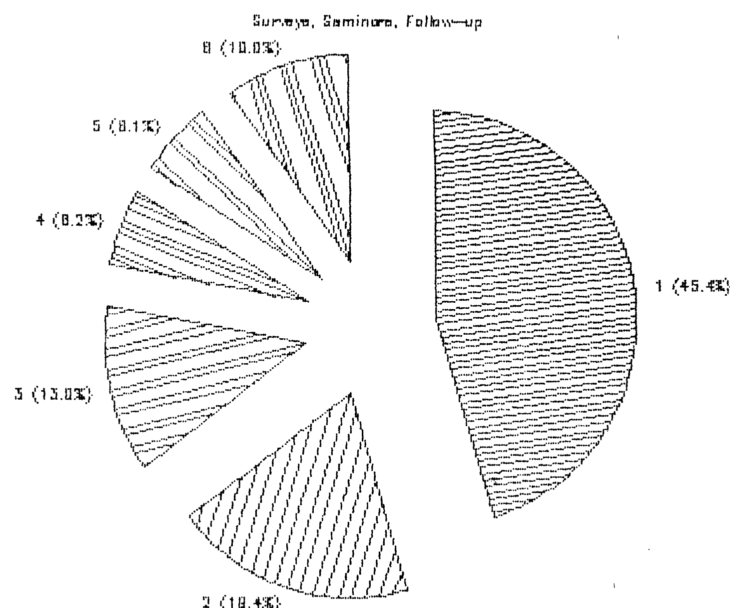
   Therefore we are convinced that PMT during 1989 had done effective and fruitful work in up-grading the skills of teachers in teaching. We are satisfied of this work. The only problem we had during 1989 was budget, which was taken care of by TTC budget. Follow up programme for us was very interesting through which we got enough information about our training in TTC courses and PMT seminars. Also we collected feedback information to improve our programme of TTC course and PMT's seminars. In our opinion each training programme should have follow-up programmes in which beside ex-trainees one can take a large number of teachers under training practically.

With best regard,

Amir M. Ahmadi

Pedagogic Mobile Team
1989 : Teachers





With its seven staff members, the *PEDAGOGIC MOBILE TEAM* has meet 600 teachers during the year 1989.
Within this total number, 22 % were female teachers. This action was possible to do only by the permanent Two females who are part of the team.
24 % of the teachers met has attended seminars organised by the staff.
23 % has been followed-up daily during 4 months in their real working conditions : their own classroom !
On other statistics, the daily followed-up programme has increase the attendance rate of both students and teachers when our pedagogic supervisors visit the school. this seems to be the obvious impact of the scheme.
Other results, but may be qualified as subjectives are the improvement of teaching skills of the in-service trained teachers. Even with a very detailled evaluation sheet and scale, every judge woudl get different quotations. So, we think that improvements have been done, but are impossible to quote.

Legend :

1. Male teachers Surveyed
2. Male teachers in Seminars
3. Male teachers followed-up
4. Female teachers Surveyed
5. Female teachers in Seminars
6. Female teachers followed-up

Rx3

SOS/PG.BELGIUM
Education Department.
P.M.T

Comparing Repeaters in experimental schools with non-experimental one

The supervisors of PMT according to the request of UNHCR surveyed two experimental schools in Kababyian and three non-experimental schools in Kababyian, Mechani and Warsak camps. The results are written in following tables:

1. Primary school No.1 camp No.3 Kababyian which was experimental.

CLASS	ENROLMENT	REPEATERS	PERCENT REPEAT.
1st Grade	76	6	8%
2nd Grade	32	10	31%
3nd Grade	24	4	17%
4th Grade	19	0	0%
5th Grade	13	0	0%
Total:	164	20	12%

4. Non-experimental school No.1 :amp Meachani

CLASS	ENROLMENT	REPEATERS	PERCENT REPEAT.
1st Grade	115	35	30.4%
2nd Grade	41	11	27%
3nd Grade	38	16	42
4th Grade	26	16	61.5%
5th Grade	26	1	4
Total:	246	79	33%

5. Non-Experimental school No.1 camp No. 1 Warsak:

CLASS	ENROLMENT	REPEATERS	PERCENT REPEAT.
1st Grade	119	34	28.5%
2nd Grade	36	8	22.2%
3nd Grade	30	11	36.6%
4th Grade	23	14	61%
5th Grade	27	13	48%
Total:	235	80	35%

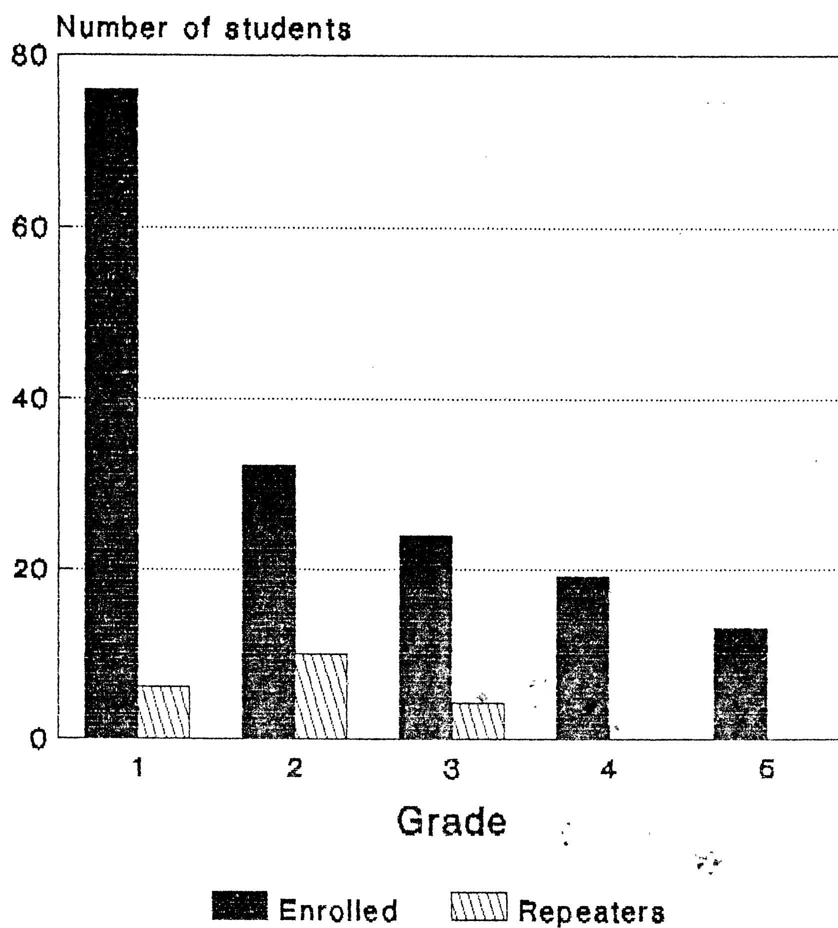
2. Experimental school No.2 Kababyian:

CLASS	ENROLMENT	REPEATERS	PERCENT REPEAT.
1st Grade	150	12	8%
2nd Grade	66	8	12%
3nd Grade	50	4	8%
4th Grade	20	0	0%
5th Grade	13	1	7.7%
Total:	299	25	8.5%

3. Non-experimental school No.1 camp No.1 Darmungai Kababyian.

CLASS	ENROLMENT	REPEATERS	PERCENT REPEAT.
1st Grade	78	20	25.7%
2nd Grade	47	8	17%
3nd Grade	33	[illegible]	12%
4th Grade	14	1	7%
5th Grade	10	0	0%
Total:	182	33	18%

Repeaters 1
Kababyan Camp 3 School 1



Experimental School follozed by PMT

3. Mr. Sadullah and other members of PMT said about some of the problems in the experimental schools. One of those problems was that the schools do not have feltboards. Those teachers who got them from T.T.C do not have either. The teachers cannot use it in the schools and do not know how to use it. Now PMT have taken some of the feltboards to the experimental schools and are helping the teachers to use it properly. It was suggested that T.T.C should try hard to teach feltboard to the present session better so that they be able to use it in the classroom situation. According to the information given by T.T.C they are using feltboard in teaching each subject, but the teaching of feltboard according to the previous schedule is one week at the end of the session. This was decided that T.T.C should teach feltboard somewhere during the first month of the session. This will enable them to have enough knowledge about using the feltboard during teaching practice in the feltboard in the experimental schools.

   In this case Mr. Sadullah said that the pictures and other materials should be completed. In this it was decided that SOS/PG.Belguim will prepare some materials for filtboard as sample, but the teachers can prepare more according to the needs and requirement of subject taught.

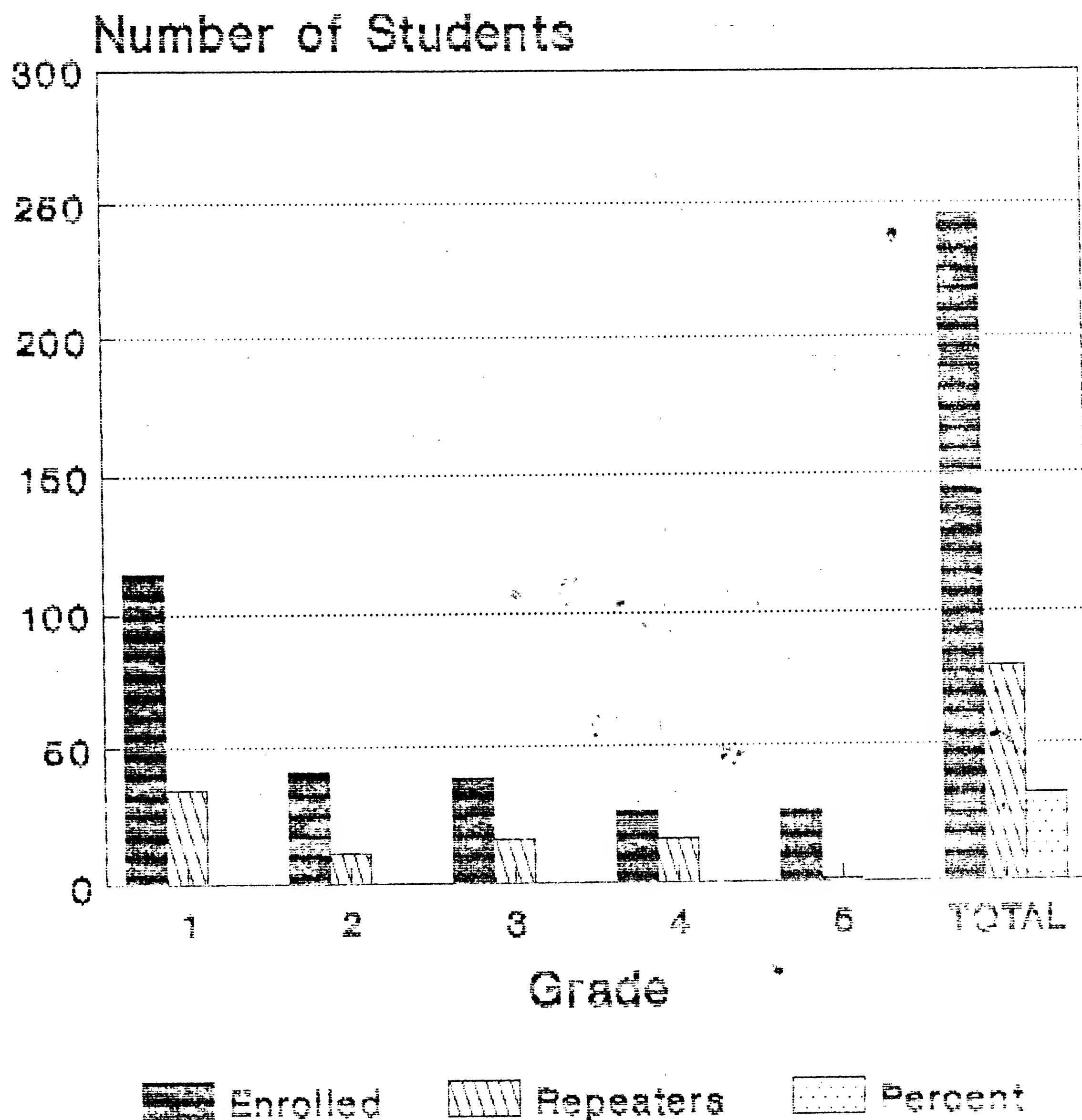
   In the second parts of discussion about experimental schools, the problems of teaching methods were mentioned which the teachers do not know anything about it. In this case Mr. M. Alam of T.T.C explained that there should be changes in teaching Psychology, Method and Pedagogy. Methods or Pedagogy should be taken in to the curriculum of T.T.C separately. The last suggestion was agreed upon in the meeting.

4. Mr. Benoit Heuchenne asked T.T.C about the teaching practice by T.T.C Trainees. Mr. AbdulHai said this Programme will start after the midterm examination.

5. Mr. Benoit Heuchenne and Amir M. Ahmadi said that after we have enough information and feedback from the experimental schools the changes in the T.T.C programme will takes place. For this purpose PMT should submit their proposals and the solution before Dec. 26, 1989 to be taken into consideration in the next session of T.T.C.

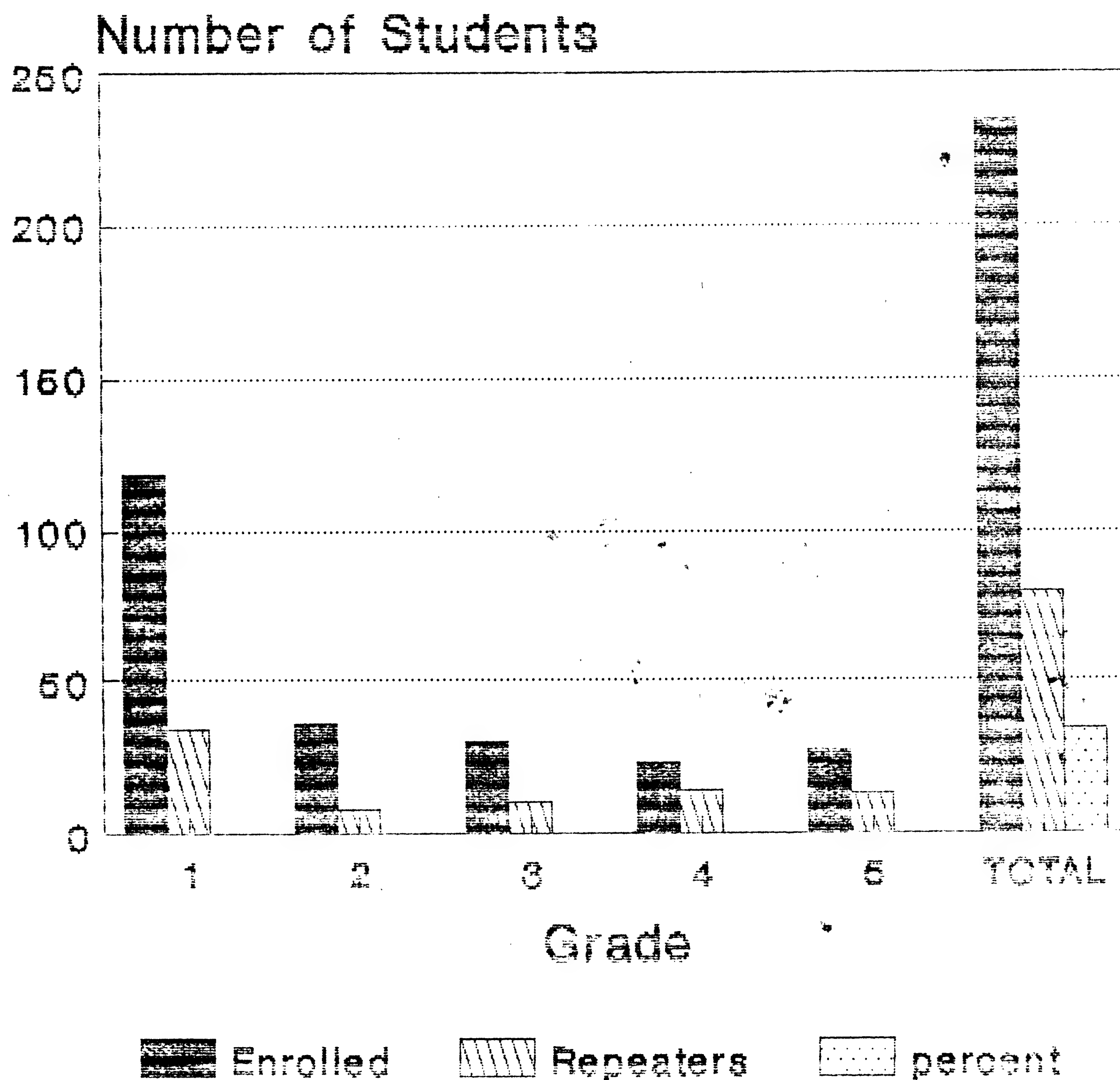
Repeaters

School 1 Camp meachani



School Not followed by PMT

Repeaters
School 1 Camp 1 Warsak
After 1988



School Not followed by PMT

Comparing the percentage of repeaters in experimental schools and non-experimental schools show great improvement in experimental schools. The percentage of repeaters in the non-experimental schools is very high.

Wiht best regard,

Amir M. Ahmadi
SOS/PG.BELGIUM
Education Dept.

Comparing the two types of schools one can get the clear result. Looking to the charts of attendance, attendance of students and teachers in the experimental schools is very high compared with non-experimental schools.

January 28, 1990

Ref. 2)

SOS/PG.BELGIUM
DEPT. OF EDUCATION

There was a workshop on Dec. 10-13, 1989 in relation to teachers training programme of different NGOs in UNHCR. The proposals and other related matters were discussed to be ready for the coming workshop of Feb. 1990. In one of sessions I as representative of SOS/PG.BELGIUM was asked to compare the attendance of the experimental schools (where SOS/PG. supervisors are working) ~~supervisors~~) and the non-experimental school of Education Cell. Also I was asked to find out the number of school in Pakistan run by NGOs. The information I have collected present to you as follow:

THE AVERAGE ATTENDANCE IN EXPERIMENTAL SCHOOL (1) NASIR BAGH IN 15 DAYS

CLASS	ENROLMENT	PRESENT	PERCENTAGE PRE.
1st Grade	130	113	
2nd Grade	56	47	
3rd Grade	52	48	
4th Grade	48	33	
5th Grade	16	14	
Total:	302	255	84.5%
Teachers	5	4.73	95%

THE AVERAGE ATTENDANCE IN EXPERIMENTAL SCHOOL (1) HAJI ZAI IN 15 DAYS

CLASS	ENROLMENT	PRESENT	PERCENTAGE PRE.
1st Grade	107	95	
2nd Grade	76	70	
3nd Grade	70	66	
4th Grade	39	37	
5th Grade	32	31	
Total:	324	299	92%
Teachers	13	13	100%

ATTENDANCE IN SCHOOL (1) NASIR BAGH NOT EXPERIMENTAL

CLASS	ENROLMENT	PRESENT	PERCENTAGE PRE.
1st Grade	112	92	
2nd Grade	52	33	
3nd Grade	34	24	
4th Grade	22	17	
5th Grade	21	13	
Total:	241	119	49%
Teachers	5	3	60%

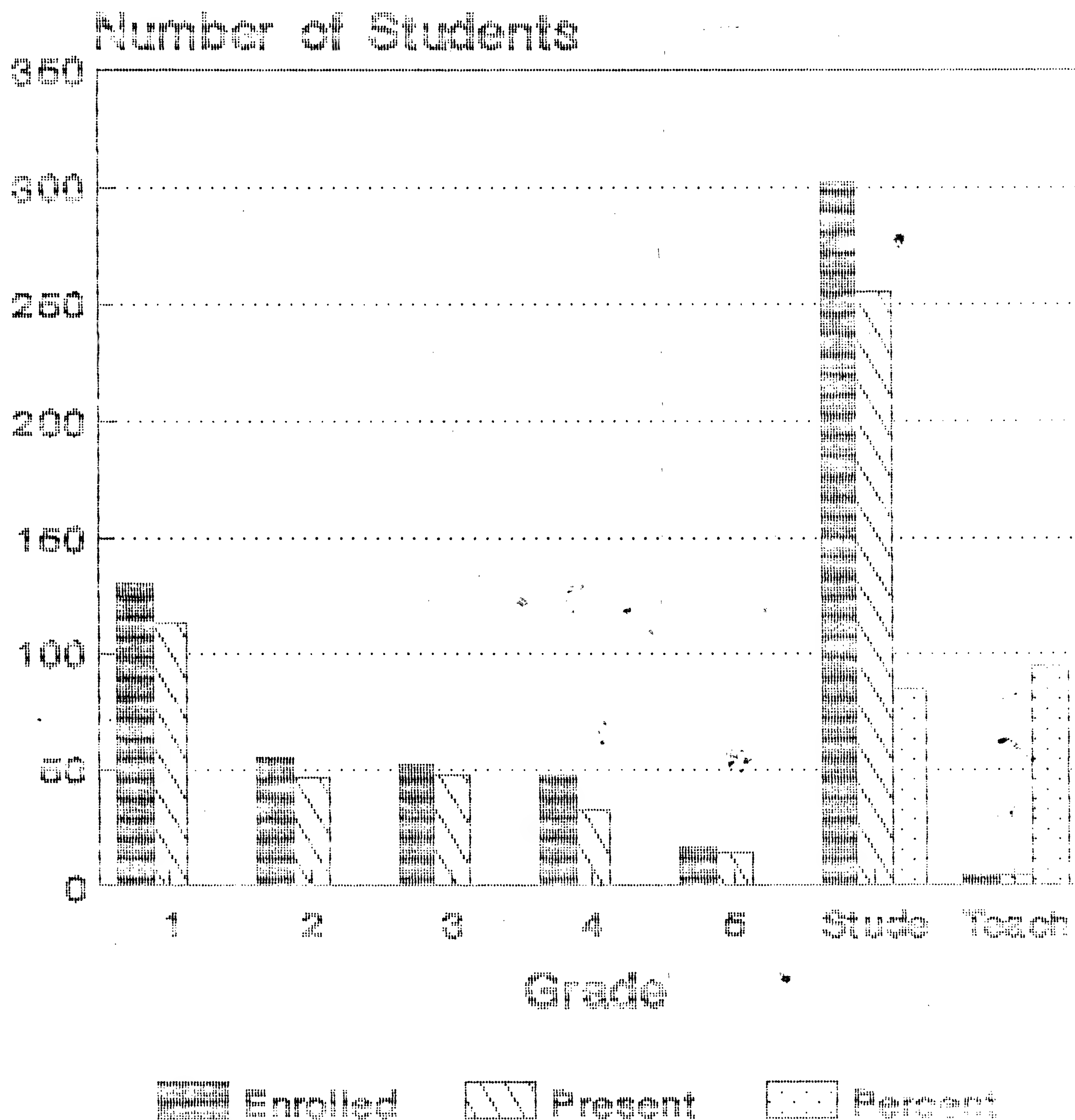
ATTENDANCE IN SCHOOL (1) MECHANI
NOT EXPERIMENTAL

CLASS	ENROLMENT	PRESENT	PERCENTAGE PRE.
1st Grade	114	97	
2nd Grade	41	26	
3nd Grade	38	17	
4th Grade	28	21	
5th Grade	26	21	
Total:	247	182	74%
Teachers	5	4	80%

ATTENDANCE IN SCHOOL (1) ~~MECHANI~~ Darmangai
NOT EXPERIMENTAL

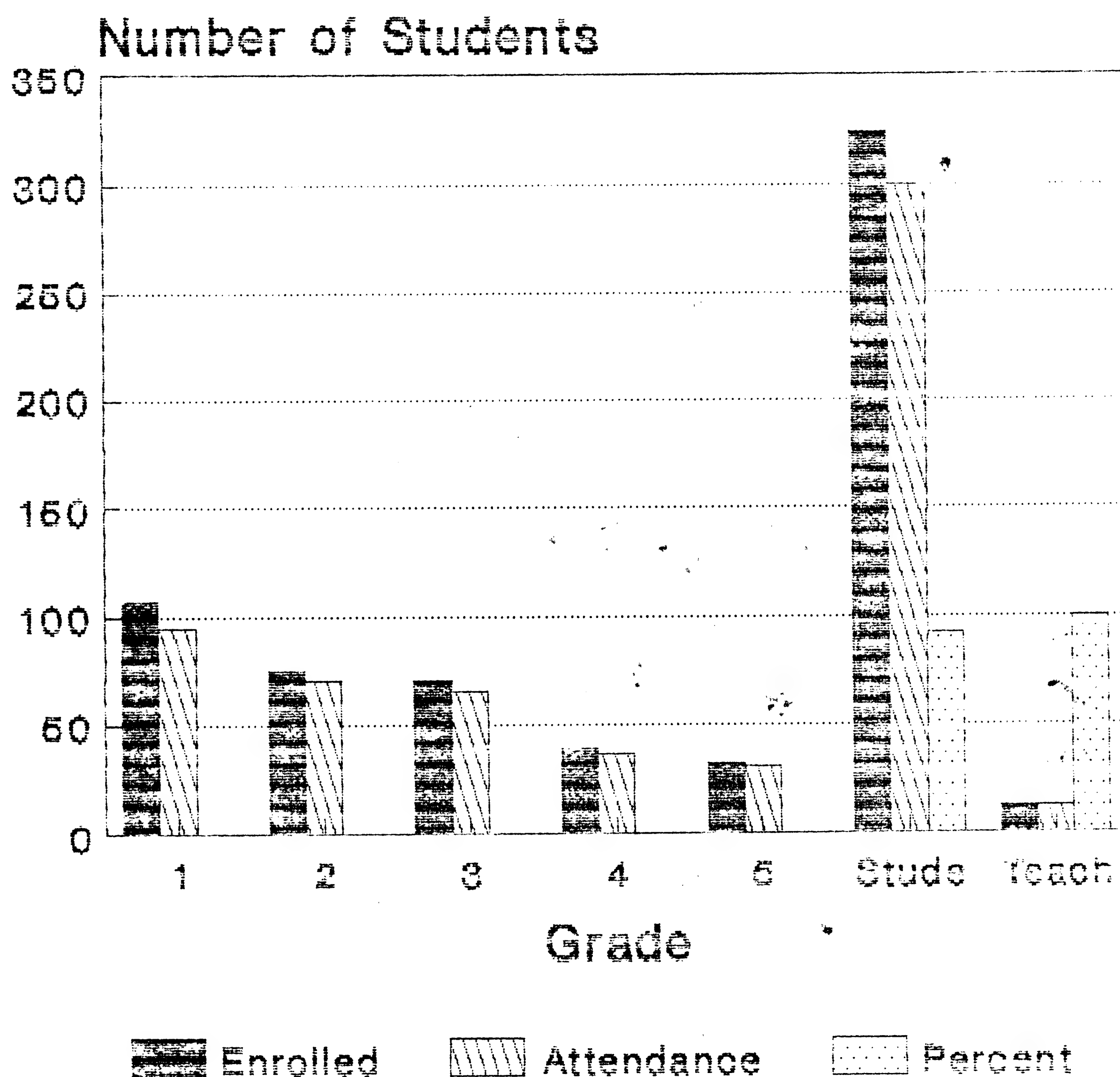
CLASS	ENROLMENT	PRESENT	PERCENTAGE PRE.
1st Grade	73	53	
2nd Grade	47	39	
3nd Grade	33	25	
4th Grade	14	9	
5th Grade	10	6	
Total:	177	132	74.5%
Teachers	5	3	60%

Average Attendance
School 1 Camp Nasir Bagh



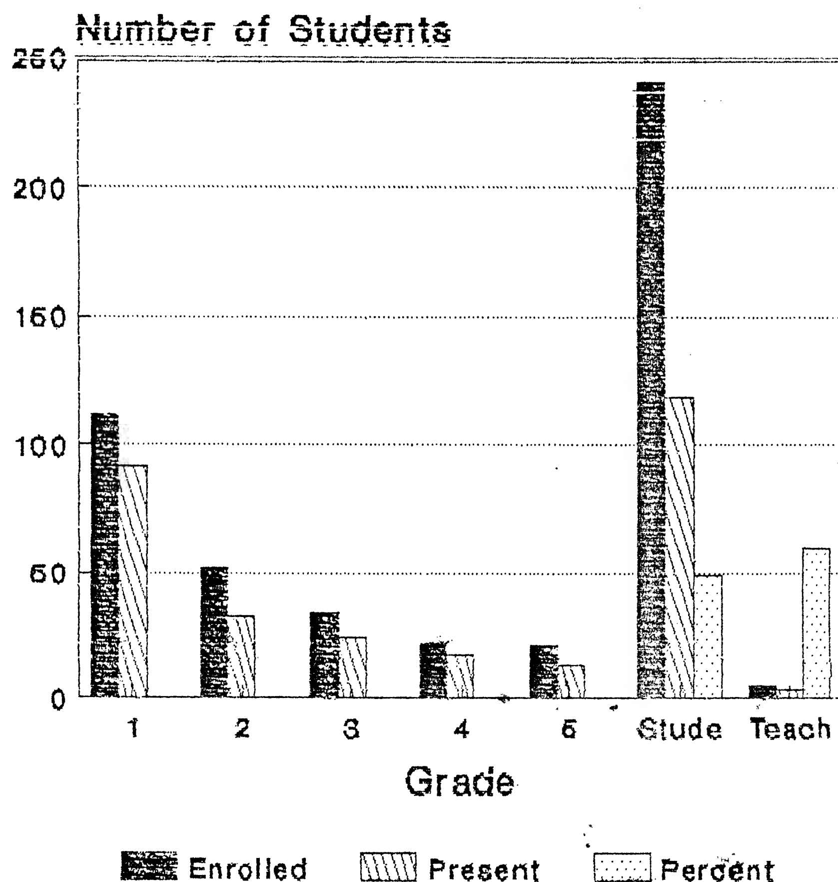
School followed by PMT

ATTENDANCE
School 1 Camp Haji Zai
in 15 days



School followed by PMT

Attendance
School 1 Camp Nasir Bagh



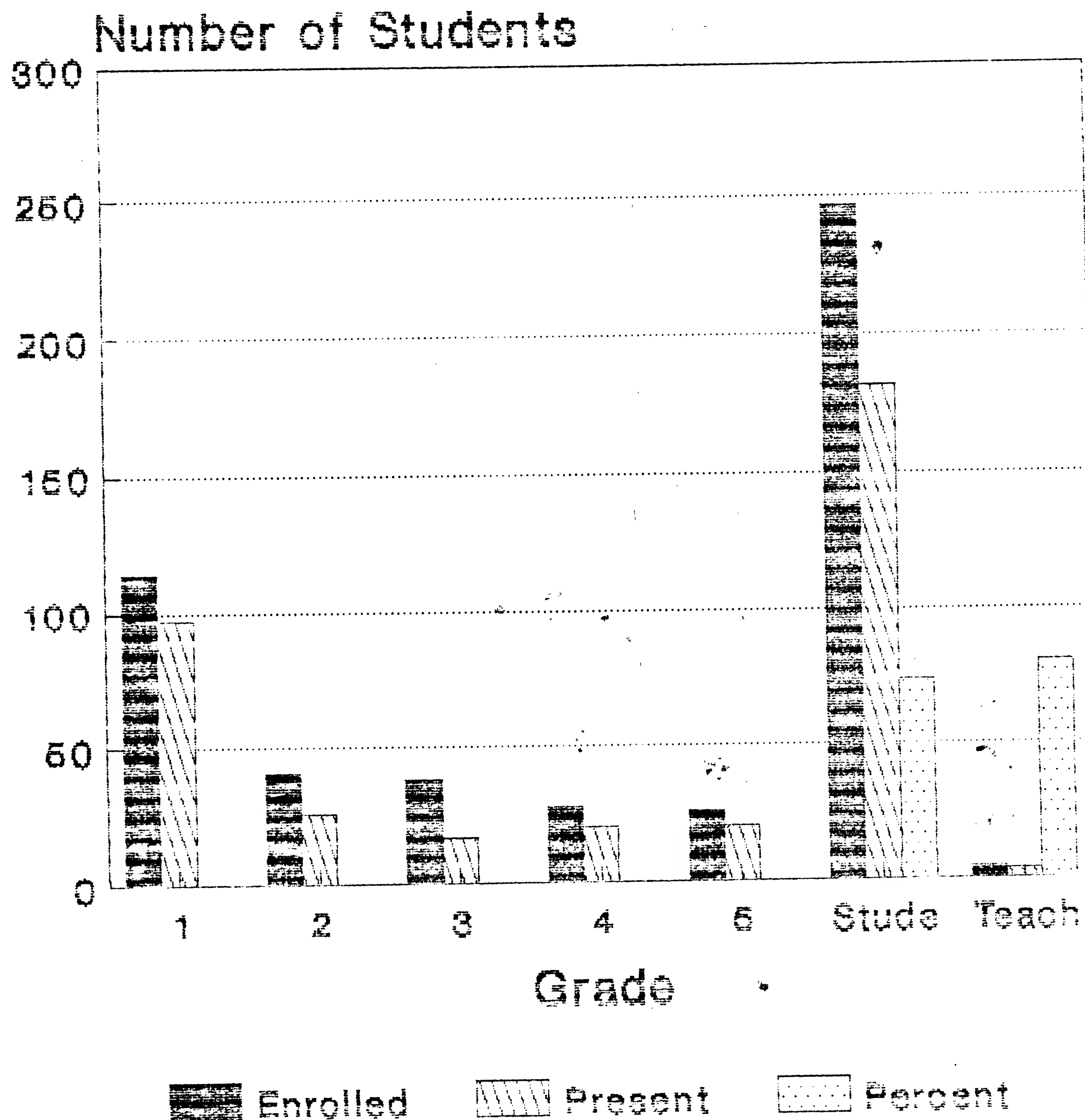
School Not followed by PMT

6. During the meeting Mr. Benoit Heuchenne said he is busy and have a lot of work to do. He is busy with Administrative work as chief of the mission. He attends interagency meetings and other united Nation agencies meetings. He will try to work and take part in some Pedagogic activities. For improving work and have good cooperation, he appointed Mr. Amir M. Ahmadi as head of Education department to work with and guide both P.M.T and T.T.C.

7. In relation to Pedagogy afternoon it was decided that for the time being Mr. Benoit heuchenne will teach the feltboard to the members of P.M.T and T.T.C from Nov. 5th-Nov. 8th in the afternoon. This will enable the members to get more knowledge about the use of the feltboard and discuss related problems.

8. Finally Mr. Sadullah asked about the regulation and standard of the field allowance. It was mentioned that in the same organization different payments are done. There should be an unified rule for all the employees in this regard. Mr. Benoit said he will try to study this matter and make arrangement to have regulation related to allowance system.

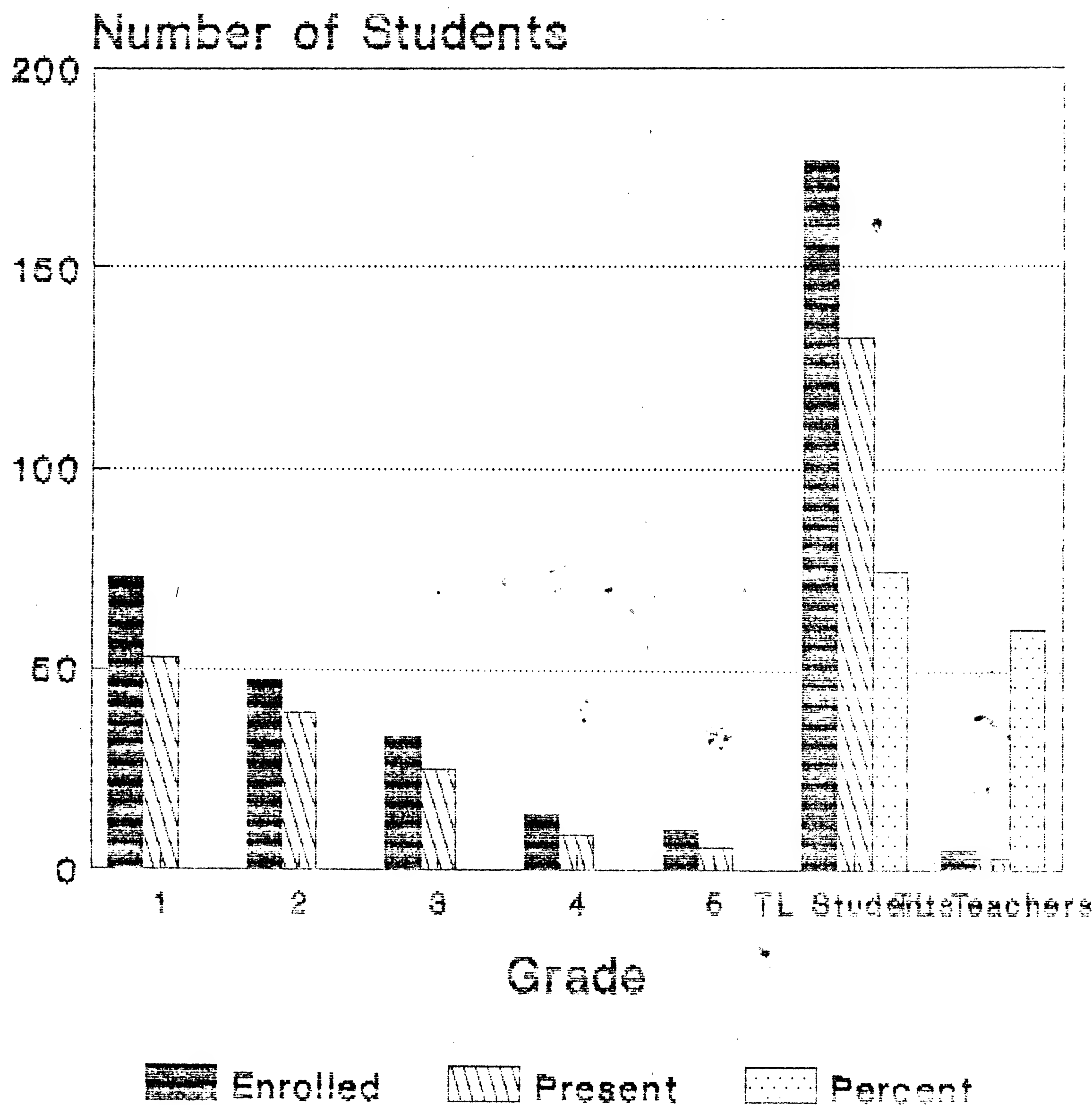
The meeting ended at about 3:30 P.M.



School Not followed by PMT

ATTENDANCE

School 1 Camp ~~Meehani~~ Darmangai



School Not followed by PMT

CONCLUSION:

We have four parts in this booklet showing our activities during May 1989 to Dec. 1989. Each part has advantages as a guide for future activities in the field of Pedagogy.

The first part of the booklet are the decisions made in meeting during the time mentioned. These meetings were very important in our planning the Programmes and implementation of our work, because:

I. Each member of PMT and sometime TTC gave his opinion about the case under consideration.

II. We encouraged every body to participant in the discussion and share idea with others.

III. We had meeting before starting any activity related to teacher training to make sure we are on the right way.

IV. By encouraging the participation of our members in decision making stressed by Mr.Benoit Heuchenne the Chief of the mission SOS/PG.Belgium, we can implement our plan by them properly.

The second part of the booklet include the survey of the schools in the area and the selection of experimental schools as well trainees for the seminars which:

I. Gave us first hand information about Afghan refugees schools in Peshawar.

II. Gave us information about the number of teachers and students in each schools.

III. Supplied us with the information related to the schools problems, academically and Administratively.

   A. Helped us in selection of the experimental schools.

   B. Gave us enough information about the teachers standard and qualification.

   C. Gave us the chance to talk and discussed schools problems with the headmasters and teachers.

   D. We had the chance to exchange ideas with people working in Edu-Cell.

E.. Based on the above information we were able to select the experimental schools where it was necessary.

After choosing the experimental schools we did the real work PMT had planned as follow:

1. To do the follow-up Programme practically
2. Observation of teaching of teachers and guiding them properly.
3. Helping the teachers in using different kinds of teaching methods in the classroom.
4. Giving model and demonstration lessons by the PMT member while the teachers of those schools were observing.
5. Asking the teachers to prepare lesson plan, give model and demonstration lessons while PMT supervisors observed.
6. Collecting information as feed back for TTC four months course, and PMT seminars for teachers and headmasters.

The third part of the booklet consists of the seminar we gave to the teachers during the summer school vacation. After each seminar we wrote report of the seminar. We learned a lot by witting the report which included the opinion and proposals of the participant about each seminar. We tried hard to correct our mistakes and short coming from one seminar to other. Through these report we were evaluating ourself and bring changes in the next seminars accordingly. Through these reports we did communicate the purpose goals, implementations and success of the seminars to agencies involved . Also we did communicate the problems and difficulty we had in the seminars to the related agencies the result of which was some improvement later on.

In the fourth part of the booklet we have information about our follow-up Programmes in Mian Wali and here in Peshawar. In these follow-up Programmes we were looking whether the teachers are using the training they were taught in the seminars or not. Also we help them where needed and conveyed their problems to the related agencies. Also we got enough feed back information for farther improving our activities. At the same time we did some work as on the job training because we help the teachers right in the class-room situation.

Therefore we collected all those writings, reports, meetings and other information in one booklet. We can look anytime to those information as background and use it as resource. Those who work after us may use it as source and background information. They can improve their activities by having a look and reading what we have done. I am sure it will be useful for them.

December 20, 1989

Ref: AMA14

SOS/PG.BELGIUM
DEPARTMENT OF EDUCATION
P.M.T

MEETING REPORT OF DEC. 19, 1989

There was a meeting in P.M.T with regard to future work plan on Dec. 19, 1989. Present at meeting were:

1.	Amir M. Ahmadi	Head of Education
2.	Haji Sadullah	PMT Supervisor
3.	G. Sadiq	PMT Supervisor
4.	M. Aman	PMT Supervisor
5.	M. Sadiq	PMT Supervisor
6.	Shafiqa Nooristani	PMT Supervisor

The meeting started with recitation of holy Quran by G. Sadiq. Afterward Amir M. Ahmadi expressed his satisfaction of work done by the PMT supervisors from Sept. 1989 to Dec. 1989. It was told to them that Education Cell UNHCR and AR teachers and headmasters show satisfaction from their work in the schools.

After that Mr. M. Aman stated the agenda of the meeting in following order:

1. Work report from Nov. 1, 1989 to Dec. 6, 1989.
2. Preparation of one set of teaching Aid material for each subject (Islamiat, Pushto, and Math).
3. Practical work of supervisor and related areas.
4. Teacher for teaching Methodology.
5. Revision of lecture note for the seminars
6. Seminars.
7. Courses for female teachers in T.T.C.

When the agenda was Presented to the meeting, the concept of each issue was explained with the purpose behind it. Haji Sadullah, G. Sadiq, M. Sadiq, M. Aman and Shafiqa each of them had shared in the decision activity and gave their views. After enough discussion and debate they agreed and the following decision was made:

I. Work report in schools should be prepared in one week by all the supervisors.

II. Since we have purchased some of the teaching materials, during the month of January all PMT supervisors should prepare one set of teaching Aid materials.

For the subject of Islamiat, Pushto and Math from grade 2 up to grade 5. Parallel to the preparation of Materials they should Prepare the lesson plan of those materials as well. These materials and lesson plan will be used during the Practical work in the schools and also in the seminars. This way everything will be ready before the beginning of work in the schools and the seminar as preplanning. In making the set all the supervisors will work together in the office.

III. In the near future PMT work will start in area H (Mira Kachorai camp) having 7 schools, and area C (Darmangi, Warsak, and Micheni camps) having 5 schools. The selection of the schools should be done after a survey of the area and schools. At the same time a survey of schools should be carried out for the selection of teachers to attend PMT seminars in 1990. This task should be completed in Feb. 1990.

IV. Since we do not have a supervisor to teach methods in the seminar, because Mr. Shah Wali left SOS/PG., we decided Mr. Sadullah should do the job with teaching Aid materials. This is because Method and teaching Aid Materials are closely related.

V. All PMT members should sit together and revise the teaching materials for the seminars to be up-to date and ready when needed.

VI. PMT supervisors are ready to have 4 seminars for 160 teachers during 1990. The place of the seminar, duration time, will be decided by UNHCR Education Cell and theg director of SOS/PG.BELGIUM.

VII. Also it was proposed in the meeting that an experimental school be chosen near SOS/PG.BELGIUM for the TTC and PMT trainees in the future.

VIII. It was decided that the attendance in experimental schools of PMT be compared with the non-experimental schools. This task was assigned to SOS/PG.BELGIUM in the workshop held in UNHCR.

IX. From January 1, 1990 PMT activities be named practical work of the supervisors in the schools. The work they will do include:

A. Observation of the schools, teaching and administration.

B. Demonstration lesson by the supervisors using the teaching set prepared with its lesson plan.

C. Demonstration lesson by school teachers.

D. Guiding and helping the teachers in the classroom activities.

X. The secretary of meeting till the end of Dec. 1989 will be Mr. M. Aman, and after that Mr. G. Sadiq will responsible for the job.

With best regard,

Amir M. Ahmadi
Head of Education.

THE SEMINARS

Ref. AMA4 October 18, 1989

Solidarite Afghanistan
SOS/PG. BELGIUM

Education Department
P.M.T.

Report of the fourth seminar of the female teachers
Edu-Cell UNHCR, Peshawar
Aug. 6 - Aug. 21, 1989

Glossary:

1. Introducation
2. Opeinning of the seminar
3. First evaluation
4. Introducing the subjects
5. Topics in different subjects
6. Final evaluation
7. Final ceremoney and distribution of certificates

SOS/PG. had arranged four teachers training seminar for the year 1989, three for male and one for female teachers during summer school vacation.

A short survey has been contcuted to collect female teachers' Bio-Data from the AR girls schools. 41 teachers were slected for the seminar.

Before staring the female seminar a joint meeting of PMT and TTC members were held on July 31, 1989. In the meeting the decision was make as follow:

I. It was decided that the following subjects would be taught by the assinged instructor under the following schedule.

A. Education psychology by Mr. Aman PMT 6 Hrs
B. Child psychology by Talat and Sadiq - 6 Hrs
C. Evaluation by G. Sadiq - 4 Hrs
D. Pedagogic by Shafiqa & Shah Wali - 8 Hrs
E. Methodology by Shah Wali - 10 Hrs
F. Teaching materials aid by Sadullah PMT and Mr. Alam TTC 6 Hrs
G. Teaching method of Islamiat by M. Sadiq PMT 4 Hrs
H. Teaching method of Pushto by H. Sadullah and Saboor - 4 Hrs
I. Teaching method of math by G. Sadiq and A. Ghani 4 Hrs
J. Tajweed by M. Shah Hussain 8 Hrs

II. Provision of transport facilities to the female teachers from SOS/PG. Office to G.T. bus station.

III. All the materials would be provided to the participaants as in the previous seminar.

IV. Miss. Talat PMT member will be the chairperson of the seminar.

V. Administration Officer will purchase the stationery for the seminar.

VI. The seminar will start at 8:00 A.M. and end at 12:30, breaktime will be at 10:00 A.M. daily, 6 teaching hours, each hours will 40 minutes.

The seminar openning ceremoney was held on August 6, 1989 in SOS/PG. Belgium office by the name of Allah at 8:00 A.M.

24 teachers participate in the seminar, Amir M. Ahmadi talked about the important of the teacher training through seminar and chairperson explained to them the roles and regulation of 10 days seminar. If the participantes will be absent for 3 days, would not receive certificate and daily allowance.

VII. The teachers will be provided Rs. 30 1-Per day during seminar as well as tea and lunch.
On August 6, 1989 teachers knowledge have been evaluated to start a seminar.

We have come to know from that seminar that they were not aware of the following subjects.

A. Teaching method
B. Teaching lesson plan

The useness of the teaching local material flannel board and related to the other experiences.

The seminar final evaluation result was ecncouraging as they have written the following points on evaluation sheets:

"We have learned many things from this seminar" i.e. How to dail with students and understand their minds, importand role of the local teaching material, importance of teaching method and evaluation for the schools how to guid the students and try to solve their problems.

Closing ceremoney was held on August 22, 1989, PMT, TTC members Mr. Benoit, Director and Miss. Shahnaz from UNHCR participated in the ceremoney.

Ref: ama7

October 23, 1987

MEETING OF 18-7-1989

After we had finished Mian Wali seminar we had this meeting discuss about the first seminar in Peshawar. The chairman of the seminar reproved to be Haji Sadullah. It was decided that instead of Mine awareness the subject of evaluation should be taught in the seminar. For each subject two teachers were assigned to help each other during the seminar. With the exception of teaching methods of Islamiat , Pushto, and mathematics one class hour was reduced in each subject per week. Here are the name of the teachers and the subjects they will be teaching the seminar.

1.	The holy Quran	Mr.Hashimi 4 Hours
2.	Teaching method of Islamiat	Mr. M. Sadiq 3 Hours
3.	Teaching method of Pushto	Haji Sadullah 3 Hours
4.	Teaching method of Math	Mr. G. Sadiq, and A. Ghani 4 Hours
5.	Teaching Methods	Mr. Shah Wali 5 Hours
6.	Edu-Psych.	M. Aman and M. Sadiq. 3 Hours
7.	Child Psych.	M. Aman and M. Sadiq 3 Hours
8.	Preparing and using teaching aid materials Haji Sadullah	Haji Sadullah and Azizi 3 Hours
9.	Evaluation	M. G.Sadiq and A. Gani

In this meeting it was decided what materials should be given to the Trainees. The beginning of the classes were be fitted 8:00 A.M to 12:30. Each teaching hour was fitted 40 minuets with a tea beak ofter 10:30. It was decided that the programme have to be finished in 10 days.

The programme started by recitation afterward, Mr. Benoit, Mr. Amir M. Ahmadi and Miss. Shahnaz, expressed their views about the importand of female education adn admired their works, one lady teacher also expressed her view about the importands of the seminar. Afterward, Mr. Benoit, Mr. Amir M. Ahmadi and Miss. Shahnaz awared the ceretificates to the lady teachers, the ceremoney was overed at 11:00 A.M.

Mr. Benoit and Mr. Amir M. Ahmadi observed and evaluated the classes during the seminar, and pointed out some suggestions about different subjects as follow:

A. I will suggest the TTC and PMT. Teachers should evaluated withing evaluation sheet to fill-up. Take care: An evaluation of lesson is not justice court. Good points has to reinforced by being written on the board.

B. Child psychology: "What I would suggest for" hot subjects like this one is to try establish regarding amount of questions from the trainees the priority of those "sensitive points" and when a such point has to taught, try the establish sound talks about it.

C. Methodology: Take care of poster to illustrate the lesson, must be in the language spoken by most of the curriculum problems is that every book written should contain the objectives of the chapter at the benning different lesson composing the main chapter. Teaching aid materials in classroom. Napoleon a French emperor " A short driving is better than hundred speeches" . I know that this sentence doesn't fit with Afghan mentality which prefers literacy, but before the war there were still 9 % illiterate people in Afghanistan.

For me lesson must gather the following points:

1. Very active as more exercise as possible, sent the children to the board to do, explain, correct, write, play.......
2. FIRST CONCERT EXECRISES before SEMI-CONCERT and then abstracation.
3. If it is not the first lesson of the subject, lets the children search for the answer, and then gave them some help.
4. I don't agree with finger counting system, poster must show this concept.
   Poster for figure MUST BE DIFFERENT of poster for operations.

Proposals of the participatns

I. 20 teachers propose to increase the duriation of the seminar.

II. 16 teachers had Pushto language problems they proposed that teachers should use a sample Pushto during teaching.

III. All participants propose that more emphasis should be given to Tajweed.

IV. 12 teachers suggested that more time should be given to each subject.

V. 1 teachers propose that the teaching training materials Aid should be provided to all the schools.

Particiants Views

1. More emphasis should be given to Tajwed because it is more rewardig for this world and the world after.
2. Now we have come to know that Methodology and Pedagogy is very important in trainingas we were not aware of ity before.
3. As we are dialing with the children so child Psychology is very important for us, we learned many things from it.
4. We have learned many things from education psychology in dealing which children and understanding their minds.
5. Teaching Material has imporant role in teaching, we have experiences that local material is cheap and easy to make. The flannes board is also very useful for such training.
6. Evaluation and teaching methods of math are very important we understand its different type and we cn now apply it in the school.
7. Application of teaching method of Islamic studyis very important and some method would be useful for the students.
8. Teaching method of Pushto os a linked with the language and all our problems are solved through language. This subject us very importanty therefore, we to understand four skills of tge language and we have to apply it in Pushto and other languages.

There were some problems too such as:

a. Transportation problems

b. The teachers who come for flung areas, faced transport and accommodation problems during seminar. Such problems be consider before arranging seminar in the future.

The following subjects and contents were taught:

I. The teaching of Tajweed and Holy Quran instructed by M.Shah Hussain:

- -The defenation of Tajweed:
- -How do we learn Tajweed ?
- -Mistakes in Tajweed
- -The pronouncation and intonation of Holy Quran
- -Using different part of mouth, tongu, lips, nose, teeth, and pronoucing the Holy Quran Verses
- -These teaching have 17 parts from 1 to 17.

II. Child and adult psychology introduce by Talat and Sadiq.

- -Child psychology growth and development.
- -Child natural and social behaviour.
- -Child ethical size
- -Child play
- -Learning in school (groups, compensition and cooperation)
- -Adult psychology
- -Stage of adulthood
- -Adult problems and difficulties
- -Freedom for the family dependency, imotionaly, social, and ecnomically
- -Maturity in all fields

III. Educational psychology introduce by M. Aman:

- -What is psychology and what is its subjects?
- -What is behaviour and its different kinds (Mental, emotional and social aspects)
- -Pointing out the different of behaviour and its relation to personality
- -The factor which stimulate the behavior
- -That is stimulus
- -Which one is the determinate factor. Heredity are the enviroment, geographical, social and cultural.
- -Goal of teacher training
- -General knowledge
- -Solution of pr

IV. Teaching material instructed by H. Sadullah and H. Alam

- -General principle of teaching material
- -How to use teaching material
- -Source of teaching material
- -Definition of teaching material
- -Teaching material benefit
- -Audio-objects:
- -Radio, Cassette player, story, melted to the lesson, conversation

-Visual objects:
-TV, Movies, Stage play, Picture, Newspaper, Chart, Exhibition.
-Museum, Historical Places, Locally available material.

V. Evaluation, Test and measurement instructed by G. Sadiq.
-Definition of evaluation
-Different types of evaluation
-Method of evaluation
-Improvement of oral and essay type of examination different types of exams and its advantages and disadvantages.
-Correct and incorrect exam
-The difference between examination an evaluation

VI. Practical teaching method in 1st, 2nd, 3rd, grades Islamiat taught by Mr. Sadiq.

VII. Practical teaching method in 1st, 2nd, 3rd, grades Pushto by Sadullah and Azizi.

VIII. Practical teaching method in 1st, 2nd, 3rd, grades mathematic by Ghulam Sadiq and Ghani.

All the selected topics of the model lessons were taught for the 1st, 2nd, 3rd, grade text books.
12 students have selected from two classes for model lessons, these students were taught different lessons under the supervision of concerned teachers period. The students follow up the all step of the lesson plan with the help of cheep local teaching material. e.g. chat, flash, funnel board, picture.
The teachers observed and evaluated their model lessons, they admired their good points and put out their mistakes.
Pedagogy or the science of teaching instructed by Shafiqa and Shah Wali.

A. What is education ?
B. What is difference between teaching and training ?
C. Education and the view of the old and new schools of thoughts.
D. What is teaching ? Basics aims of the teaching, roles and regulation of the teaching, kind of teaching, good teaching, teachers responsibilities during teaching, good qualities of the teachers during teaching.
Education to thinking.

AFGHAN REFUGEES (EDU-CELL)
GIRLS' SCHOOLS TEACHERS LIST.

No	Name	F/Name	School	Camp
1	NIGHAT YASAMIN	TALLA MOHD.	P	KACHA GARI NO 4
2	FARIDA BANO	GHULALM NABI	M	KACHA GARI NO 4
3	NAIMA SULTAN	M. HAYAT	P	SHAMSHATOO
4	NADIRA KHATTAK	YOUSUF SHAH	P	SHAH ALAM
5	SAMINA NAZ	S. GHUFRAN	P	JALOZAI
6	YASAMIN AKHTAR	SHIR HASSAN	P	BADABER
7	MARIEM	FAQIR MOHD	M	NASIR BAGH NO 3
8	HALIMA	FAQIR MOHD	P	WORSAK
9	IMTIAZ BEGUM	GHULAM HABIB	P	KHURSAN
10	NASRAT TAHIRA	TAJ MOHD	P	MUNDA NO 2
11	SADURAL-ALLA	MOHD KARIM	P	NUGMAN
12	SAHIRA	SAYED ALI	P	UTMAN ZAI
13	SHAMIM	GHULAM JHAN	P	UTMAN ZAI
14	SAMINA ARA	MOHD JHAN	P	UTMAN ZAI
15	SHAHNAZ AWAN	JHAN GUL	P	YAKKA GHUND
16	RUKHSANA NAHID	AWALL GUL	P	YAKKA GHUND
17	WAHIDA AKHTAR	HAJI WALI AHMAD	P	HAJI AZI
18	SHAH QAND	HAJI M. DIN	P	SHAH ALAM
19	SHAISTA BUK-HARI	A.JHAN BUKHARI	M	NASIR BAGH NO 3
20	MERAJ SAYED	S. JOHAR SHAH	M	NASIR BAGH NO 3
21	AMINA SHAHNAZ	MUSHTAQ AHMADI	P	KACHA GARI NO 2
22	SHAKILAH AMIR	MIR MOHD	P	KHUR ASAN
23	LILUMA	ABDUL ROUF	P	KACHA GARI NO 2
24	SEMA SAHAR	MOHD NAIM	P	MUNDA NO 6

SOLIDARITE AFGHANISTAN
SOS/PG. BELGIUM
TEACHER TRAINING CENTER

TIME TABLE OF TWO WEEKS SEMINAR FOR AFGHAN COMMISSIONARY TEACHERS

June 25, 1989

No	Day	CLASS	Firrst 8:00 -8:40 Subject	Teacher	Seconond 8:40 -9:20 Subject	Teacher	Third rd 9:20 -10:00 Subject	Teacher		Fourth 10:30 -11:10 Subject	Teacher	Fifth 11:10 -11:50 Subject	Teacher	Six th 11:50 -12:30 Subject	Teacher
1	SUN	A	Tajweed	Hashami	Tajweed	Hashami	Method	Shafiqa S. Wali		Teaching Aid M.	Hadee Salami	Educatio Psych.	Yusufi	Pedagogy	Shafiqa S. Wali
		B	Method	Shafiqa S. Wali	Method	S. Wali Shafiqa	Evaluation	Musa K.		Child Psych.	Talat M. Sadiq	Pedagogy	Shafiqa S. Wali	Tajweed	Hashami
2	MON	A	Method	Shafiqa S. Wali	Method	Shafiqa S. Wali	Evaluation	Musa K.	B	Child Psych.	Talat M. Sadiq	Pedagogy	Shafiqa S. Wali	Tajweed	Hashami
		B	Education Psych.	Yousufi	Education Psych.	Yousufi	Tajweed	Hashami	R E A K	Method	Shafiqa S. Wali	Evaluati	Musa K.	Pedagogy	Shafiqa S. Wali
3	TUE	A	Pedagogy	Shafiqa S.Wali	Maths	Musa K.	Child Psych.	Talat M. Sadiq		Pedagogy	Shafiqa S. Wali	Teaching Aid M.	Hadee Salami	Teaching Aid M.	Hadee Salami
		B	Pushto	Hadee Aziz	Pedagogy	Shafiqa S. Wali	Teaching Aid M.	Hadee Salami		Educatio Psych.	Yousufi	Method	Shafiqa S. Wali	Tajweed	Hashami
4	WED	A	Child Psych.	Talat M. Sadiq	Education Psych.	Yousufi	Education Psych.	Yousufi		Method	Shafiqa S. Wali	Pushto	Azizi Hadee	Islamiat	Sadiq
		B	Maths	Musa K.	Teaching Aid M.	Hadee Salami	Pedagogy	Shafiqa S.r Wali		Islamiat	Sadiq	Child Psych.	Talat M. Sadiq	Pushto	Azizi Hadee
5	THU	A	Pushto	Hazizi Hadee	Math	Musa K.	Islamiat	Sadiq		Tajweed	Hashami	Pedagogy	Shafiqa S. Wali	Evaluati	Musa K.
		B	Islamiat	M. Sadiq	Child Psych.	Talat M. Sadiq	Tajweed	Hashami		Maths	Musa K.	Teaching Aid M.	Salami Hadee	Method	Shafiqa S. Wali

Ed. Pschol. : Education Pschology
Teach Aid M. : Teaching Aid Material
Child Pschol. : Child Pschology

1. Yousufi
2. Musa Khail
3. Hadee
4. Salami
5. Azizi

M. Aman PMT
G. Sadiq PMT
H. Sadullah PMT
M. Alam TTC
A. Saboor TTC

8

THE SURVEYS

E. Planning and organizing lesson, good reference during teaching.
F. Teacher and education.
G. What is the function of teaching, role of the teachers during teaching and training the students, students name particulars, teacher duties and responsibilities, reaction between teacher and students, active and energetic quality of teacher, one day supervision, supervision of the class, teachers job description.

1. Education in the view of the Islam.
2. Importance of the education in Islam.
3. Acknowledgement
4. Personality in the view of training.
5. Teacher should be skilled full of teaching, there should be no different between word and action.
6. To maintain the position and respect of the teacher, treat the class equally.

General methods, instructed by Shafiqa And Shah Wali.

1. Definition of method.
2. Basic and important principle of the method, kind of method (lecture, discussion, child or teachers center, inductive, deductive, group individual, practical, experimental methods, language teaching method.

Teaching method of math religious education, methodology of physical education.
Second part.
Lesson plan.
Unit plan (monthly plan)
Annual plan or year plan.

After finishing work with the experimental schools chosen in Sept. 1988 and giving the report of the activities, PMT started the survey of AR schools in May 1989. This survey started according to the agrement between Edu-cell of the commissionery and SOS/PG.Belguim education department. The reason behind the agreement was the low standard of teachers in AR schools. The members of PMT and some members of TTC participated in this survey which included 90 of boys and 24 girls schools in Peshawar area in different camps. Later we received a request from UNHCR of Punjab asking SOS/PG.Belgum help in up-grading the skills of teachers of Mian Wali AR schools. Therefore we send some of our members to Mian Wali to have a suirvey of schools overthere.

During the survey the surveyor gathered information about the teachers in relation to levels of Education, Experience, Training needs, and other related information. Most of the information were collected by using different forms.

Each teacher was supposed to fil the form. When all the forms and information were collected in SOS/PG.Belguim education

deportment they were sorted according to the level of their education. The teachers of 1st, 2nd, 3rd grades were sorted separately. As a result of the analysis of the forms we found out that there are 300 male and 41 female teachers in urgent need of training in Peshawar area. Also 40 teachers in Mian Wali of Punjab needed the same training. This year we had budget problems and were not able to have seminars of training for all of them. Therefor we had selected 80 male and 41 female teachers in Peshawar and 40 male teachers in Mian Wali to attend the summer seminar of 1989. They were the teachers teaching mostly in 1st, 2nd and 3rd grade classes in the primary schools and urgently needed training. In the selection process we tried hard to choose those teachers teaching the first 3 grads and those who really needed help because this stage is the base for future education.

After completing the list of the participants of the seminar SOS/PG.Belguim Edu. Depaartment sent the list to Ed-Cell of the Commissionery in Peshawar as well as in Punjab,according to the schedule. It was classified that the seminar is going to be in following order with the list of the participants in each seminar so that they know when to come to the seminar.

I. June 3 -June,1989 in Mian Wali of Punjab for 40 teachers according to the list. The chair person of which was Gulam Sadiq.

II. June 24 - July 6, 1989 in Peshawar for 40 male teachers according to the given list. The chairman of this seminar was Haji Sadullah.

III. July 16 -July 29, 1989 for 40 male teachers in Peshawar under the chairmanship of Shah Wali.

IV. Aug.5 - Aug.22, 1989 for 41 female teachers in Peshawar the chairperson of the seminar was Talat Gabeen.

Each member of the team explained the rules and regulations of these seminar to the teachers of all schools. Also they were informed about the content, quality and importance of the Programme for up-Grading skills and standard of teachers in Methodology as well as subject matter. They were informed by SOS/PG.Belgium about the duration of seminar, lunch and facilities for the participants including certificate, teaching materials,Rs 30 Per day,and tea during the break hours.

The second survey started on Sept. 3, 1989 after the meeting we had. This survey was for the purpose of selecting the experimental schools in Peshawar . It included AR schools in Kacha Gari, Nasir Bagh, Khazana, Hajizai, Shah Alam, Nagoman camps. From which we selected 12 schools as experimental for our 6 supervisors. At the end of the survey they started visiting those schools 4 days a week. On the fifth day of the week they were in the office discussing Problems and preparing materials for the schools, the report of which is in the fololw-up activities. During the survey our supervisors are using some of the following forms:

NUMBER OF TTC GRADUATED TRAINEES IN ( ) CAMP

No SESSIONS	TYPE OF SCHOOL	CAMP 1	2	3	4	5	6	TOTAL	REMARKS
1	Primary								
	Middle								
2	Primary								
	Middle								
3	Primary								
	Middle								
4	Primary								
	Middle								
5	Primary								
	Middle								
6	Primary								
	Middle								
7	Primary								
	Middle								
8	Primary								
	Middle								
9	Primary								
	Middle								
10	Primary								
	Middle								
11	Primary								
	Middle								
TOTAL	PRIMARY								
	MIDDLE								
	ALL								

REPORT OF THE MEETING
DATED 14-09-89
PMT.

To: Mr. Benoit Heuchenne,
Director, Education Department.

A meeting was held in PMT office on 14-09-89 in relation to the activities of PMT members from September 89 to January 1990. Present at the meeting were Mr. Benoit Heuchenne, Director of Education Department, Mr. Nasim and PMT members. The meeting started in the name of Allah by Amir M. Ahmadi and the agenda of the meeting were distributed to the participants.

After reading each item of the agenda the meeting decided accordingly in the following order:

1. It was decided that area B and E which include Shah Alam Nagoman, Haji Zai, Khazana and Nasir Bagh should be taken under survey this year. For each supervisor two schools be chosen as experimental school. For female supervisors schools in Nasir Bagh or Kacha Gari will be chosen, because we did not have experimental schools for them last year.

2. The elected schools as experimental will be both tent schools and schools with building.
3. We should select the primary schools because this is the base of education in all systems.
4. It is better that we should not forget last year's experimental schools. There has to be contact and exchange of information.

5. A collection of activities during 1989 related to PMT should be made with its qualitative analysis.

6. The Education Cell should be informed of this year PMT activities in the related schools to cooperate with PMT in their activities.

7. It was decided that a chart of supervisors' work be prepared and send to all schools and Education Cell.

8. It was decided that PMT members work four days in related schools and on the fifth day of the week prepare the report to the meeting. The general report has to be ready for submission to the general director of SOS/PG. Belgium in January 1990.

9. Regarding giving teaching aid materials to the schools we decided that we will see our budget.

SOS/PG*BELGIUM - SOLIDARITE AFGHANISTAN
PEDAGOGIC MOBILE TEAM

Form

TEACHER INDIVIDUAL BIO DATA SHEET

1 NAME
2 FATHER'S NAME
3 BIRTH DATE
4 PLACE OF BIRTH
5 MOTHER TONGUE

PERMANENT ADDRESS

PRESENT ADDRESS

EDUCATION BACKGROUND AND PROFESSIONAL EXPERIENCE :

Non-formal Ed.

Primary

Secondary

Teacher College

University

Professional Experiences :

Year	Place	Institution	Post

WHICH TRAINING DID HE ATTENDED :

DATE	PLACE	ORGANISED BY

MISCELLANEOUS INFORMATIONS :

SITUATION OF THE SCHOOL

SUBJECTS TAUGHT, GRADES

PREVIOUS MATTER TAUGHT

OCCUPATION AFTER WORKING TIME

DATE OF LAST UPDATING :______/______/________

SOS/FG*BELGIUM - SOLIDARITE AFGHANISTAN
PEDAGOGIC MOBILE TEAM **REVISED** Form No 4

NUMBER AND LOCATION OF SCHOOLS IN CAMPS

	Main Camp	Minor Camp	School	Minor Camp	School	Total
						ARPS. ARMS. ARPLS. ARMLS.
						ARPS. ARMS. ARPLS. ARMLS.
						ARPS. ARMS. ARPLS. ARMLS.
						ARPS. ARMS. ARPLS. ARMLS.
						ARPS. ARMS. ARPLS. ARMLS.
						ARPS. ARMS. ARPLS. ARMLS.

SOS/PG.BELGIUM SOLIDARITE AFGHANISTAN

P.M.T Form No.5

General survey of the schools in (   ) camp

School and its location :(   )No.   Camp No.   Date: ---,----,88

Number of the students										Teachers
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post
enrollment										Present
Present										Absent
Absent										proposal

School and its location :(   )No.   Camp No.   Date: ---,----,88

Number of the students										Teachers
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post
enrollment										Present
Present										Absent
Absent										proposal

School and its location :(   )No.   Camp No.   Date: ---,----,88

Number of the students										Teachers
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post
enrollment										Present
Present										Absent
Absent										proposal

School and its location :(   )No.   Camp No.   Date: ---,----,88

Number of the students										Teachers
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post
enrollment										Present
Present										Absent
Absent										proposal

June 22, 1989

REPORT OF THE MAIN WALI TEACHERS SEMINAR
JUNE 3, 1989 - JUNE 15, 1989

According to the job description of PMT this section of education department of SOS/PG. Belgium had planned four two weeks seminars for teachers belonging to the commission ary schools in Peshawar area. Three of these seminars were planned for male teachers, one for female teachers. But according to persistence of Education Officer in Main Wali district of Punjab who wanted a seminar for his teachers and the agreement of Peshawar UNHCR, Punjab UNHCR AND SOS/PG. Belgium department of education one of the three seminars for male teachers in Peshawar was transferred to them. This was because, UNHCR in general, is satisfied with the work done by the SOS/PG. Belgium Education Department, in schools of Edu-Cell of UNHCR in Peshawar.

The department of education SOS/PG. Belgium decided to have a survey of the schools in that area, so that to be acquainted with problems of teachers, headmasters and students as a background information for the preparation and conducting the seminar. Hence two members of PMT (G. Sadiq, Shah Wali) were sent to Main Wali to survey the schools there. They did the job in two days and the results were given to the SOS/PG. Belgium Education Department according to which the seminar was arranged with relation to needs and problems of teachers in Main Wali of Punjab.

On June 2, 1989 the head of Education with (7) members who are expert in the field left Peshawar for Main Wali. The team reached their at 5:00 P.M. the same day. On Satur day June 3, 1989 at 8:00 P.M. we opened the seminar by the recitation of Holy Quran by G. Sadiq. After the recitation Amir. M. Ahmadi head of Education Department of SOS/PG. Belgium talked about objectives of the seminar mainly for up-grading the skills of teachers in teaching to bring improvement in the education of Afghan Refugee children. Amir M. Ahmadi also mentioned active participation of SOS/PG. Belgium Education Department in training teachers for Afghan Refugee school. G. Sadiq the chairmen of seminar explained the aims of this seminar with its rule, regulation and requirements. Finally PMT and TTC members distributed evaluation forms to those teachers attending the seminar to get information about their needs, education, Skills and standard.

This seminar was conducted by the PMT member in a place where there was not any hotel. There was not restaurant either the whether was very hot, no electricity, and no drinking water. They were sleeping during the night in open air in front of the classroom. There was not chairs in the school for trainees. Eventhough PMT and TTC members did their best and worked hard to finish the seminar successfully.

The duration of the seminar was 15 days from 7 A.M. to 11:00 A.M. with 30 minutes recess daily, which means 6 hours teaching everyday and 36 hours weekly. Each teaching hours was 40 minutes.

In this seminar 36 teachers at the beginning participated, but 31 followed till the end and got the certificate. Five of them after getting seminar materials did not followed and were dropped according to the regulation of the seminar. This was stated to the teachers at the beginning, that three days absence of a teacher during the seminar would cause his dropping.

In this seminar the following subjects were taught to the teachers:

-Teaching method hours 7 hours per week
-Education Psychology 5 hours per week
-Child and adult Psychology 5 hours per week
-Evaluation 3 hours per week
-Preparing teaching aid and materials 4 hours per week
-Teaching method of Islamiat 4 hours per week
-Teaching method of Pushto 4 hours per week
-Teaching method of Mathematic 4 hours per week

The instructors of the seminar from the Department of Education SOS/PG. Belgium were :

1. Teaching method by Mr. Shah Wali
2. Educational Psychology by Mr. M. Aman
3. Teaching Method of Pushto and preparing teaching material by Mr. Haji Sadullah
4. Child and adult Psychology by Mr. M. Sadiq
5. Evaluation by Mr. G. Sadiq.
6. Teaching method of Islamiat by Mr. Alam Khan
7. Teaching method of Math by Mr. A.Ghani

In addition to the teaching of subject mentioned above, PMT and TTC members in order to show the trainees practically, conducted model lesson for them. After these model lesson by the supervisors the teacher (Trainees) were asked to give a model lesson and the PMT and TTC members were observing the process. In this way the strong and weak points of the teachers were taken note. These points were discussed with the teachers for correction and improvement. At the end of teaching session and evaluation paper was given to each teacher to write.

During the seminar the Education Officer of Main Wali, many times observed the class and liked the subjects taught. He expressed satisfaction with all subjects specially psychology, methods and using and preparing teaching aid. Also on Monday June 11, 1989 Mr. Fayaz Officer in UNHCR of Punjab observed the process of the teaching in seminar. He checked the materials given to the participants of the seminar. We gave Mr. Fayaz one copy of teaching materials for each subject. At the end he expressed his satisfaction and admired the seminar.

This seminar ended after 15 days on Thursday, June 15, 1989. A ceremony was arranged in education office in Main Wali. In this ceremony Afghan Refugee D.A., Mr. Fayaz of Punjab UNHCR, some delegate, of charity organizations, Amir M. Ahmadi from SOS/PG. Belgium Education Department Islamic Party members, elder of the camps, participants of the seminar were present.

The ceremony was started with recitation of Holy Quran by Mulavi Abdul Kayeum. After that, announcer and chairman of the seminar Mr. G. Sadiq read the programme. In this programme Afghan Refugee D.A. Education Officer of Main Wali, Mr. Fayaz of Punjab UNHCR, Ahmadi, from Education Dept. SOS/PG BELGIUM, Shah Wali from PMT, two trainees (Abdul Razak, Hafiz Gulam Kasim) and from the elder of the camp Molavi Tawakal Khan gave speeches. All of them told the audience about the importance of this seminar and said that this was the first such seminar in the area. The two teachers on behalf of their cotleagus mentioned about the achievement they had in seminar. They told the audience that they learned a lot of new things about subject matter and teaching methods. They asked us to give them more seminars like this one in the future.

At end of speeches the certificates were given to teachers by D.A., Ahmadi and Fayaz and some other distinguished guests. Later on the guest were taken to the school where the refreshments were prepared and about 12:00 o'clock the ceremony was over.

Finally the evaluation papers given to the teachers before and at the beginning of the seminar and after the seminar were compared. The result of the analysis was:

1. They did not know anything about the Pedagogical con sultation before the seminar now they know that it is important and necessary.
2. They did not know about the qualification of a good teacher but now they know.

3. Before the seminar the teachers did not know about the individual difference among students and the ways of taking care of the problem, but after the seminar they were able to know about the problem. They were shown how to solve this problem by different means.
4. After the seminar they understood the importance of teachers-parents relation and contact with regard to students attendance and encouragement to attend the school.
5. Before the seminar teachers and headmaster did not know how to make school timetable which was shown to them in the seminar.
6. Teacher and headmaster were assured of the importance of teachers' meetings about the solution of school problems.
7. Before the seminar the teachers did not know how to motivate students toward the school and lessons.
8. They learned the importance of teaching progress book in the class to be written by teachers after each lesson.
9. They learned how to deal with deviated students for improvement.
10. The teachers had written that they did not know about the lesson plan but now they can make, use, implement yearly lesson plan, monthly lesson and daily lesson plan.
11. According to their writing they learned how to make, and use in the class teaching aid and materials.
12. 21 teachers have written 90% of the objectives was achieved.
13. 20 teachers expressed that they did not know before about methods, psychology, evaluation but now they learned in the seminar.
14. 18 teachers shown their unawareness about the Falalian board but learned now.
15. 12 teachers have written that the time of the seminar was very short.
16. 12 teachers said that the seminar was give in a very warm time.
17. 11 Urdu speaking teachers have written the seminar should be in Urdu too.
18. 2 teachers suggested model lesson by PMT and TTC in the real classroom for children.
19. Most of the teachers suggested more courses for upgrading their standard.
20. In our opinion according to the evaluation the seminar was a success.

The following are the timetable and the list of the participants of the seminar with the comments of education officer and some problems mentioned by the teachers.

SOLIDARITE AFGHANISTAN
SOS/PG. BELGIUM
PEDAGOGIC MOBILE TEAM

TIME TABLE FOR TWO WEEKS SEMINAR FOR AFGHAN TEACHERS IN MIAN WALI.   FIRST WEEK

No	Day	Date	First 7:00-7:40 Subject	First Teacher	Second 7:40-8:20 Subject	Second Teacher	Third 8:20-9:00 Subject	Third Teacher		Fourth 9:30-10:10 Subject	Fourth Teacher	Fifth 10:10-10:50 Subject	Fifth Teacher	Sixth 10:50-11:30 Subject	Sixth Teacher
1	SAT	3rd June	Pushto Methodo.	Saddullah	Child & Adult Pschol.	M. Sadiq	Teaching Aid M.	Sadulla		Ed. Pschol.	M. Aman	Pushto	Sadullah	Teaching Aid M.	Sadullah
2	SUN	4th June	Teaching Aid M.	Saddullah	Teaching Aid M.	Sadullah	Child & Adult Pschol.	M. Sadi	B	Ed. Pschol.	M. Aman	Edu. Pschol.	M. Aman	Pushto Methodo.	Sadullah
3	MON	5th June	Education Pschol.	M. Aman	Education Pschol.	M. Aman	Child & Adult Pschol.	M. Sadi	A	Child & Adult Pschol.	M. Sadiq	Pushto Methodo.	Sadullah	Pushto Methodo.	Sadullah
4	TUE	6th June	Education Pschol.	M. Aman	Education Pschol.	M. Aman	Child & Adult Pschol.	M. Sadi	K	Child & Adult Pschol.	M. Sadiq	Child & Adult Pschol.	M.Sadiq	Teaching Aid M.	Sadullah
5	WED	[illegible] June	Teaching Aid M.	Sadullah	Education Pschol.	M. Aman	Pushto Methodo.	Sadulla		Teaching Aid M.	Sadullah	Edu. Pschol.	M. Alam	Edu. Pschol.	M. Aman
6	THU	8th June	Child & Adult Pschol.	M. Sadiq	Education Pschol.	M. Aman	Education Pschol.	M. Aman		Teaching Aid M.	Sadullah	Pustho Methodo.	Sadullah	Pushto Methodo.	Sadullah

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SOLIDARITE AFGHANISTAN
SOS/PG. BELGIUM
PEDAGOGIC MOBILE TEAM

TIME TABLE FOR TWO WEEKS SEMINAR FOR AFGHAN TEACHERS IN MIAN WALI.

SECOND WEEK

No	Day	Date	First 7:00-7:40		Second 7:40-8:20		Third 8:20-9:00			Fourth 9:30-10:10		Fifth 10:10-10:50		Sixth 10:50-11:30	
			Subject	Teacher	Subject	Teacher	Subject	Teacher		Subject	Teacher	Subject	Teacher	Subject	Teacher
1	SAT	10th June	Teaching Aid. Mat.	S. Wali	Teaching Aid. Mat.	S. Wali	Math Methodo.	A. Ghan		Islamiat Methodo.	M. Alam	Islamiat Methodo.	M. Alam	Evalu.	G. Sadqi
2	SUN	11th June	Evalu.	G. Sadiq	Teaching Aid M.	S. Wali	Teaching Aid. M	S. Wali	B	Math Methodo.	A. Ghani	Teaching Aid Mat.	S. Wali	Islamiat Methodo.	M. Alam
									A						
									K						
3	MON	12th June	Evalu.	G. Sadiq	Evalu.	G. Sadiq	Math Methodo.	A. Ghan		Teaching Aid Mat.	S. Wali	Teaching Aid Mat.	S. Wali	Islamiat Methodo.	M. Alam
4	TUE	13th June	Teaching Aid. Mat.	S. Wali	Teaching Aid M.	S. Wali	Evalu.	G. Sadi		Islamiat Methodo.	M.Alam	Teaching Aid Mat.	S. Wali	Math Methodo.	A. Ghani
5	WED	14th June	Teaching Aid M.	S. Wali	Teaching Aid M.	S. Wali	Evalu.	G. Sadi		Islamiat Methodo.	M.Alam	Math Methodo.	A. Ghani	Math Methodo.	A. Ghani
6	THU	15th June	Teaching Aid. Mat.	S. Wali	Math Methodo.	A. Ghani	Math Methodo.	A. Ghan		Teaching Aid M.	S. Wali	Islamiat Methodo.	M. Alam	Islamiat Methodo.	M. Alam

1987

7

Teachers Training programme.
Afghan Refugees (Punjab.
Kot- Chandna (Mianwali)

The Instructors for the a/m Course were found well versed in their profession.
They are pains taking teachers.
I observed in them the qualities of good teach and with the suitable methodology.
They were very hard working in preparing their lessons.

Inspite of scorching heat, they made the lessons successful.
It is regretted that I could not provide them with air conditioned accommodation.
Thanks to them and their org. SOS (PG) Belgium for the zeal and cooperation.

[signature]
Edn. Officer.
A/R (Punjab.
Kot Chandhna
Mianwali
Dt. 08/3/89

10. After surveying the schools we will select two schools for Haji Sadullah too. Until he comes other member of PMT will take care of those schools.

11. Mr. M. Aman was elected secretary of the meeting for one month starting from 14-09-89.

12. Mr. Benoit expressed his idea that those schools be selected as experimental schools where teachers are weak and need help, all present in the meeting agreed on this point.

13. Each survey and activities in the schools should have some feed back for TTC so that they will know their positive and negative points in four months courses.

14. It was decided that the general director and head of education will monitor the activities of the supervisors.

15. Finally according to the request of D.A. in Mian Wali from Mr. Benoit, we decided to have 10 days follow-up programme in Afghan Refugee schools in Mian Wali area. This was the main points of our meeting dating 14-09-89.

With best regards.

Amir M. Ahmadi,
Head of Education Dept.

SCHOOLS' PROBLEMS WRITTEN BY MIAN WALI TEACHERS

1. There is not enough drinking water in the schools
2. There is shortage of text-books in the schools
3. Text-books are in Urdu, it should be in Pushto
4. Schools doesn't have compounds
5. Social studies subjects is not included in the curriculum
6. There is not progress books in the class.
7. Afghan Refugees is not hired in permanent bases, instead there are hired on contract bases
8. There is no electricity in the schools.
9. The Holy Quran is not taught in the schools.
10. The hiring responsibility of watchmen and other persons should be given to the headmaster
11. Some of the teachers don't know Pushto, because there are Urdu speaking.

Teachers List

No.	Name	Father's Name	No.	Name	Father's Name
1	Janat Gul	Gul Mohammad	30	A. Satar	Mir Bad Shah
2	Agha Mohammad	Karam Khan	31	Salymanshah	Mohd. Naim
3	Zaman Khan	Nawab Khan	32	Hafiz G.Qasim	H.Ghulam Haider
4	Mohd. Akram	Gul Khan	33	Mohd. Ashraf	Noor Mohd.
5	Faizullah	Fazal Karim	34	Atah-ur-Rahman	Abd-ur-Rahman
6	Fazil Mohmood	Painda Mohd.	35	Shawkhat M.	Gul Khan
7	Deerullah	Shir Bad Khan	36	A.Saboor	A. Hamid
8	A. Kayeum	Molavi Radi Gul			
9	A. Hai	Sultan Mohd.			
10	Faqir Mohd.	Mohd.Ali Khan			
11	Noor Gul	Rozudin			
12	Tanweer Abas	Tajamul Hassain			
13	Farhat Abas	Fayaz Hassain			
14	Shir Mohd.	Rozudin			
15	Sayed Mohd.	Baz Mohd.			
16	Fadah Hassain	Ghulam Rasoul			
17	Khani Mullah	A. Karim			
18	Zahir Khan	Mohd. Khan			
19	Amir Abdullah	Ahmad Khan			
20	Ahmad Khan	Mohammad Khan			
21	Abdullah	Sayed Shah			
22	Ghulam Abas	Sayed M.Shah			
23	A.Razaq	Mohd. Sadiq			
24	Mohd. Rafiq	Daud Shah			
25	Mohd. Younus	Hassain Shah			
26	Mumtaz Ahmad	Dab Nawaz			
27	Sourat Shah	Momale Jan			
28	Kalimullah	Miraban			
29	Faqir Mohd.	Abdul.Hakim			

July 20, 1989

SOLIDARITE AFGHANISTAN
SOS/PG. BELGIUM

Education Department
Report of the 2nd teachers seminar
June 24 - July 6, 1989

According to the decision made during regular staff meeting held on April 11, 1989, PMT was supposed to have four seminars during the summer schools vocation. These seminars were planned for 42 male teachers in Mian Wali, 80 male teachers in Peshawar and 41 female teachers in Peshawar. As we mentioned before the teachers were selected on the bases of survey done by PMT and TTC members of about 90 boys and 24 girls schools. Therefore, our second seminar started on June 24 ended on July 6, 1989 for teachers of Edu-Cell of UNHCR in Peshawar.

Before starting the seminar a joint meeting of PMT and TTC members was held again. In this meeting the chairmen of the seminar Haji Sadullah presented some points to the meeting on which the decision was made as follow:

1. Instead of Mine awareness we should teach evaluation, also PMT and TTC members should work together as a team except in the teaching method of Islamiat and Math, one hour was reduced in all other subjects.
2. Also it was decided that due to budget problems there will be lectures by the instructors and the participants of the seminar will take notes. But they were provided by note books, pencils, pens, rulers and other teaching materials.
3. It was decided that the seminar will start at 8:00 A.M. and end at 12:30. Each teaching hour is 40 minutes and 6 hours per day.
4. The participants may get certificate and get the allowance of Rs. 30 per day, tea and lunch. Also it was decided that two weeks seminar five days each week will take place.

Based on the decisions and other rule and regulation the seminar started on the assigned date June 24, 1989 by the recitation of Holy Quran. Present at the opening were the Admn. Director and other personal of TTC and PMT. Here the chairmen of this seminar Haji Sadullah explained to the participants the importance, rule and regulation of the seminar. Afterward the chairman distributed the materials to the participants. They were told the daily activities are from 8:00 A.M.-12:30.

There will be 6 hours teaching daily and every teaching hour is 40 minutes. If a participants is absent for three days he will not get certificate and allowance either.

The participants of the seminar were divided into two groups, A and B and list of both groups were put on the board guiding them to the related class. There were 39 teachers of Edu-Cell of UNHCR attended till the end of the seminar.

At first the participants were given the evaluation questionaire asking them about what they know in relation to teaching method, lesson plan and other related experience. The questionaire includes about 22 items of information. The list of items of evaluation is in the following page.

The following items were included in the questionaire:

1. Name the teaching methods you know
2. Tell us some thing about teaching social studies and Dari in the schools.
3. Which subject has more hours and which has less hour per week
4. About the volume of the text books give your opinion
5. How you can increase the interest of the student and solve their problems?
6. Write three or more of your teaching problems.
7. How you can motivate students toward school and prevent absence ?
8. Do you need Pedagogic consultation ?
9. What is a good class ?
10. Give your opinions about the number of students in the class
11. Write 10 good points of a skilled and professional teacher
12. Self-contain method is better or one teacher for one subject.
13. How can cooperation among the teacher be created ?
14. For better teaching how many hours load per week is necessary for a teacher ?
15. Do you go to the class which is without the teacher or the teacher is absent if you are free ?
16. How do you find the standard of students ?
17. Do you have any contact with the parents of the students ?
18. How do you think the education of future generation will be ?
19. Do you have any observation of other teachers' teaching ? if yes ! Did he use lesson plan, teaching aids and materials ?

20. What should be included in a good lesson plan
21. In your school, do you have progress book for teachers ?
22. How do you deal with deviant students ?

After the pre-seminar evaluation was over the list of group A and B were arranged and put on the announcement board. The timetable of the class and subjects for both groups were made and put on the announcement board. you can read he timetable and list in the following page.

List of the selected teachers for the second session of SOS/PG.s Teacher Training Professional Seminar
(16 July — 29 July, 1989)

Class (B)

No.	Name	F/Name	Camp	School	Remark
1	Mul.Mohd.Alam	Ahmad Jan	Kachagari N.5	No.1 Md.	
2	Abdul Qahar	Abdul Razaq	Kachagari N.2	No.3 Pr.	
3	Mohd. Usman	Abdul Hanan	Kachagari N.1	No.1 Pr.	
4	Mohd.Hashim	H. Abdullah K.	Madina C.No.5	No.3 Pr.	
5	Shir Wali	Abdul Ahad	Madina C.No.5	No.3 Pr.	
6	Seyed Bahadir	Seyed M.Qasim	Badaber No.6	No.2 Pr.	
7	Haji Gul	Aslam Khan	Badaber No.3	No.1 Pr.	
8	Asadullah	Ghulam Sarwar	Khurasan No.1	No.1 Pr.	
9	Mohd. Asrar	Mul.Sahab Zir	Shah Alam N.	No.4 Pr.	
10	Ghulam Seyed	Ghulam Sakhi	Merakachori,2	No.2 Md.	
11	Mohd. Seyed	Mohd. Tahir	Badaber No.1	No.1 Md.	
12	Azahrudin	Murslin	Shamshato N.2	No.1 Pr.	
13	A. Mutalib	Mohd. Nabi	Shamshato N.1	No.1 Pr.	
14	Subhan Shah	Qalander	Shamshato N.2	No.1 Pr.	
15	Mohd. Nadir	Ghulam Nabi	Akorakhatak,4	No.1 Pr.	
16	Fazial Maboot	Gul Mohd.	Akorakhatak,4	No.1 Pr.	
17	Motaber Jan	Katoor Khan	Akorakhatak,3	No.1 Pr.	
18	Mohd. Nasir	Shuar Gul	Badaber No.2	No.1 Pr.	
19	Mohd. Seyed	Mohd. Mahsum	Jalozai No.1	No.1 Md.	
20	Noor Mohd.	Lal Mohd.	Jalozai No.1	No.1 Md.	
21					

List of the selected teachers for the first session of SOS/PG.s Teacher Training Professional Seminar

(21 June _ 6 July)

Class (A) TTC-SELC

No.	Name	F/Name	Camp	School	Remark
1	S.Mardan Shah	S.Baten Shah	Nasir Bagh No.2	No.1 Md.	
2	S. Abdullah	S.Mahboob Shah	Nasir Bagh No.1	High School	
3	M. Hakim	M. Younus	Nasir Bagh No.2	No.2 Md.	
4	Shah Mohd.	Khyer Mohd.	Nasir Bagh No.2	No.1 Pr.	
5	Moman Khan	H.Murad Khan	Nasir Bagh No.1	No.1 Pr.	
6	M. Hashim	M. Zaman	Nasir Bagh No.2	No.1 Md.	
7	Seyed Kamal	Seyed Jamal	Nasir Bagh No.2	No.1 Md.	
8	Mul.Shanwari	H.Omara Khan	Nasir Bagh No.1	No. Md.	
9	S. Salim Shah	S.Bahadir Pac.	Nasir Bagh No.4	No.1 Pr.	
10	Atiqullah	Mia Bismullah	Nasir Bagh No.2	No.1 Md.	
11	Bulbul Shah	Ridwan Shah	Nasir Bagh No.1	No.2 Pr.	
12	S.Mohd.Basir	Sylani Khan	Nasir Bagh No.4	No.2 Pr.	
13	Noorul Hadee	H.Abdul Khaliq	Jalozai No.6	No.1 Pr.	
14	Janat Gul	Marouf	Nasir Bagh No.1	No.1 Pr.	
15	Fazail Hadee	Lal Pacha	Nasir Bagh No.4	No.1 Pr.	
16	Ashouqullah	H.Badam Gul	Nasir Bagh No.1	No. Md.	
17	Samiullah	Mohd. Anif	Nasir Bagh No.1	No. Md.	
18	Abdul Baqi	Abdul Salam	Nasir Bagh No.2	No.2 Md.	
19	H.Mir Akber	Burhanudin	Nasir Bagh No.2	No.1 Md.	
20	Mohd. Aslam	Mohd. Shah	Kacha Gari No.5	No.1 Md.	
21					
22					

SOLIDARITE AFGHANISTAN
SOS/PG. BELGIUM
TEACHER TRAINING CENTER

TIME TABLE OF TWO WEEKS SEMINAR FOR AFGHAN COMMISSIONARY TEACHERS

June 25, 1989

No	Day	CLASS	Firrst		Seconord		Thirdrd			Fourth		Fifth		Six th	
			8:00 -8:40		8:40 -9:20		9:20 -10:00			10:30 -11:10		11:10 -11:50		11:50 -12:30	
			Subject	Teacher	Subject	Teacher	Subject	Teacher		Subject	Teacher	Subject	Teacher	Subject	Teacher
1	SUN	A	Teaching Aid M.	M. Alam Saddullah	Ed. Pschol.	M. Aman M. Sadiq	Pushto	Azizi Hadee		Ed. Pschol.	M. Aman M. Sadiq	Math	Ghani A. Hai	Islam-iat	M. Aman M. Sadiq
		B	Quran	Hashimi A. Hai	Method	S. Wali M. Alam	Method	S. Wali M. Alam		Pushto	M. Aziz Hadee	Teaching Aid M.	M. Alam Hadee	Evalua-tion	G. Sadiq A. Ghani
2	MON	A	Quran	Hashimi A. Hai	Child Pschol.	M. Sadiq M. Aman	Child Pschol.	M. Sidiq M. Aman	BREAK	Method	S. Wali M. Alam	Method	S. Wali M. Alam	Islam-iat	M. Aman M. Sadiq
		B	Isalam-iat	M. Aman M. Sadiq	Quran	S. Hussain A. Hai	Math	Sadiq Ghani		Child Pschol.	M. Sadiq M. Aman	Child Pschol.	M. Sadiq M. Aman	Evalua-tion	G. Sadiq A. Ghani
3	TUE	A	Quran	Hashimi A. Hai	Method	Shah Wali M. Alam	Method	S. Wali M. Alam		Teaching Aid M.	Hadee M. Alam	Teaching Aid M.	Hadee M. Alam	Math	G. Sadiq A. Hai
		B	Ed. Pschol.	M. Aman M. Sadiq	Ed. Pschol.	M. Aman M. Sadiq	Math	Sadiq Ghani		Quran	Hashimi A. Hai	Quran	Hashimi A. Hai	Islam. iat	M. Aman M. Sadiq
4	WED	A	Quran	Hashimi A. Hai	Quran	S. Hussain A. Hai	Islam-iat	M. Aman Sediq		Pushto	M. Aziz Hashimi	Ed. Pschol.	M. Aman M. Sadiq	Evalua-tion	G. Sadiq A. Ghani
		B	Pushto	M. Aziz Saddullah	Teaching Aid M.	Sadullah M. Alam	Teaching Aid M.	Hadee M. Alam		Method	S. Wali M. Alam	Math	Sadiq A. Hai	Ed. Pschol.	M. Aman M. Sadiq
5	THU	A	Method	Shah Wali M. Alam	Pushto	M. Aziz Sadullah	Math	Sadiq Ghani		Child Pschol.	M. Sadiq M. Aman	Evalua-tion	G. Sadiq A. Ghani	Math	G. Sadiq A. Hai
		B	Islamiat	M. Aman M. Sadiq	Math	Sidiq A. Hai	Pushto	Azizi Hadee		Method	S. Wali M. Alam	Method	S. Wali M. Alam	Child Pschol.	M. Sadiq M. Aman

Ed. Pschol. : Education Pschology
Teach Aid M. : Teaching Aid Material
Child Pschol. : Child Pschology

At the beginning of the seminar education head of SOS/PG. Belgium had speech to the participants in relation to the importance, objectives, needs of the seminar in up-grading the teaching skills of the teachers. He also explained the help and cooperation of SOS/PG. Belgium and UNHCR in the education field and teacher training programme of Refugees' schools. In this seminar we taught the following subjects by instructors from PMT and TTC members:

1. Holy Quran
2. Islamiat
3. Teaching Method of Pushto
4. Teaching Method of Math
5. General Methodology
6. Educational Psychology
7. Child Psychology
8. Evaluation

Instructors were:

1. Mulawi Sahib From TTC
2. Haji Sadullah From PMT
3. Shah Wali From PMT
4. Abdul Ghani From TTC
5. Mohd. Aman From PMT
6. Ghulam Sadiq From PMT
7. Mohd. Sadiq From PMT
8. Mohd. Alam From TTC

Even though in those days the whether was very hot but the process of the seminar was normal. Everybody was on time and the teaching procedure was according to the plan. Attendance of the teachers were checked continuously according to the regulation. They were told they could go to the medical treatment not during the class session, but after the class.

The seminar continued for ten days and at end another evaluation questioner was given to the participants of the second seminar. After comparing the results with the first evaluation we reached the following conclusion:

1. 13 participants had written that they did not know how to use charts before but now we know.
2. 15 of them did not know the kinds of charts but now they know.
3. 17 teachers have stated that they did not know the importance of charts in teaching.
4. 27 teachers stated that they did not know about the kind of teaching methods but now they know.
5. 11 of them had written that they did not know the difference of test and evaluation, now it is clear for them.
6. 12 teachers stated they didn't know teaching method of math, now they know.
7. 18 participants had written they did not know about the growth and development of the child, but now they know.
8. 17 teachers had stated they did not have information about educational psychology but now they have.
9. 20 of them expressed that they did not know the making of lesson plans, but now they know.
10. 18 teachers did not know how to make yearly lesson plan before but now they know.
11. 18 participants stated they did not know the pronunciation and intonation of Holy Quran but now they learn and know how to teach.
12. 30 teachers had written they did not know about locally made teaching aid and materials, but now they know.
13. 32 of them did not know the use of the teaching materials in teaching but now they know about it.
14. 29 teachers did not know the making and preparing teaching materials before but now they know.
15. 18 of them had written they did not know Pushto teaching method before but now they know the methods well.
16. 18 teachers stated they did not know about the proper and suitable behaviour of a good teacher, but now they know.
17. 20 participants had written they did not know the importance of teaching materials in teaching, but now they know.
18. 14 of them expressed they did not know what subjects are important for teaching profession but now they know.
19. 8 persons had stated they did not know teaching method of Islamiat before but now it is clear for them.
20. Therefore, according to the final calculation the participants got about 85% value of the seminar.

September 24, 1989

SOS/PG. BELGIUM SOLIDARITY AFGHANISTAN
EDUCATION DEPARTMENT
P.M.T.

PMT had a meeting on September 21, 1989 to select experimental schools among the schools surveyed. Since the survey of area B and E of Peshawar was finished on September 20 in which we had collected data about:

1. Location of the schools
2. Number of the classes
3. Number of teachers
4. Number of students
5. Number of T.T.C. trained teachers
6. Standard of the teachers
7. Building or tent schools

After looking the survey we decided that each supervisor should have one experimental school in area B and one such school in area E as follow:

1. For Ghulam Sadiq
   A. In area B primary school No.2 camp No.2 Nasir Bagh.
   B. In area E middle school No.1 camp Hajizai.
2. For Mohd. Sadiq
   A. In area B primary school No.2 camp No.1 Nasir Bagh.
   B. In area E primary school No.4 camp Shah Alam.
3. For Mohd. Aman
   A. In area B primary school No.1 camp No.1 Nasir Bagh.
   B. In area E middle school No. 1 camp No.1 Nagoman.
4. For Haji Sadullah
   A. In area B primary school camp No.4 Nasir Bagh
   B. In area E middle school camp Khazana.
5. For Shafiqa
   A. In area A girl primary school No.3 camp No.4 Katcha Gari
   B. In area E girl Primary school No.1 Nagoman.
6. For Talat Jabeen
   A. In area B girl primary school No.1 camp No.1 Nasir Bagh.
   B. In area E girl primary school No.1 camp No.1 Hajizai.

Also it was decided they start their work on September 24, 89 accordingly. Most of their activities will be concentrated on the following points:

Proposals of the participants:

1. 15 teachers stated that the time and duration of the seminar was short, it should be increased.
2. 34 participants had written that the teachers should be given enough teaching materials.
3. 13 of them had wished for written teaching materials.
4. 25 of them complained about the amount of their allowance.

Evaluations:

As head of Education I (Amir Mohd. Ahmadi) also observed the process of teaching in both groups. Most of the procedure was according to the plan. The participation of teachers in the discussion was good. Each of them were supposed to prepare lesson plan and present to the class which was done success fully. There was some minor problem which we discussed and solved them. During the class sessions enough teaching aid materials were prepared to them to familiarize them with using, making and keeping of those materials. One set of these materials and teaching aid were given to each of the participants, to take it with them to the school. The tea, lunch, stationeries and allowance were given to them according to the plan and regulation of the department of education SOS/PG. Belgium.

On July 6, 1989 when the seminar ended, at about 2:00 P.M. a ceremony for the distribution of the certificate was held in one of the TTC classroom. The ceremony started with the recitation of Holy Quran by Mulawi Sahib. After the prayer for the welfare of the people of Afghanistan especially Refugees, Amir Mohd. Ahmadi head of Education Department of SOS/ PG. Belgium , congratulated the participants on their successful ending of the seminar. He stated about the achievement they should have in teaching methods, lesson planning, child psychology, educational psychology and evaluation. He hoped and urged the teachers to use their knowledge and information and experiences in the classroom for the betterment of education of Refugees, children. This will enable us a step forward and to the development of education in Afghanistan as whole. After that the chairmen of seminar Haji Sadullah thanks the teachers for their participation during summer vacation for achieving and receiving professional skills and experiences.

Also he thanks all the members of SOS/PG. Belgium in helping us during the seminar, which ended with success. One of the participants of the seminar also talked on behave of other participants, he thanks the PMT and TTC and the SOS/PG. Belgium as whole for giving them this chance of up-grading their skills in teaching the subject matter in Refugee school of UNHCR. Also this was a good preparation for their future duty inside Afghanistan.

At the end of the these speeches the certificates were distributed to them by the head of education, and the director of ASYAR to them. Present at the meeting were Mr. Nasim Admn. Officer and the members of the education department of SOS/PG. Belgium and the director of ASYAR. The meeting ended at about 3:00 P.M.

With best regards.

Amir Mohd. Ahmadi.

July 31, 1989

SOLIDARITY AFGHANISTAN
SOS/PC. BELGIUM

Education Department
P.M.T

Report of the 3rd Seminar of the teachers
Edu Cell UNHCR, Peshawar

July 17 July 27, 1989

Outline:

1. Introduction
2. Opening of the seminar
3. First evaluation
4. Introducing the subject
5. Listing professional problems of teachers
6. Topics in different subjects
7. Final evaluation
8. The result and proposals
9. Final ceremony and the distribution of certificates

According to the decision made this educational seminar under the chairmanship of Mr. Shah Wali PMT member was held from July 17, 1989 to July 27, 1989. In this seminar those teachers having no skills in teaching and the teachers who are teaching the 1st, 2nd and 3rd grads participated and were taught by our qualified staff.

During the opening of the seminar MR. Shah Wali explained the programme and by recitation of Verses of the Holy Quran by Mulawi Sahib the seminar began. Afterward Amir M. Ahmadi talked about the importance of the seminar and asked the participants to do their best in educating the Afghan children to become patriotic Afghan and good Muslim. At this stage the chairman explained to them the rule and regulation of the seminar in relation to attendance, absence, the teaching of 6 hours each day, the length of teaching hours which was 40 minutes and the subject taught were told to them. They were told if a participant has three days absence, he will not receive certificate and daily allowance. They will have a tea break, lunch and allowance of 30 Rs. daily. There will be 6 teaching hours per day and total of 30 hours per week. They were given materials needed in the seminar and pre seminar evaluation papers were given to them by the chairman. The following subjects were included to be taught based on the decision before as follow:

1.	Holy Quran	(8 Hours)
2.	General Methodology	(10 Hours)
3.	Child Psychology	(6 Hours)
4.	Educational Psychology	(6 Hours)
5.	Evaluation	(4 Hours)
6.	Teaching material	(6 Hours)
7.	Practical teaching method of Islamiat in grade 1, 2,3	(6 Hours)
8.	Practical teaching method of Pushto in grade 1, 2, 3	(6 Hours)
9.	Practical teaching method of mathmatic in grade 1, 2, 3	(8 Hours)
	Total:	60 Hours

The list of the participants showed that only 25 teachers came to the seminar from 19 schools of Edu Cell UNHCR.

LIST OF THE SECOND SEMINAR TRAINEES.
(JULY 16, 1989 TO JULY 29, 1989)

NO.	NAME	F/NAME	CAMP	SCHOOL	REMARKS
1	SHIR AGHA	SAYED NIZAM	NASIR BAGH 2	MIDDLE NO.1	
2	SHAMSUDDIN	MASIULLAH	NASIR BAGH 1	MIDDLE	
3	SHREEN KATAB	FAZIL RABANI	MATCHANI N.1	PRIMARY NO.1	
4	M.THASEEN	MOHD. HASHIM	MATCHANI N.5	PRIMARY NO.3	
5	PUSHTOON	MIRZAH NOORANI	BADABERA N.1	MIDDLE NO.1	
6	FAZEL RAHIM	TAJ MOHAMMAD	NOHGOMAN N.1	MIDDLE NO.1	
7	AMINULLAH	ZARGHOON	KACHA GARI 4	PRIMARY NO.2	
8	M. HASSAN	PAYINDA KHAN	KACHA GARI 5	PRIMARY NO.2	
9	ASALUDIN	TAJUDIN	BADABERA N.3	PRIMARY NO.1	
10	SARWAR KHAN	KHANZADA	MIRAKACHORI1	MIDDLE	
11	QAIMBULLAH	MOHAMMADULLAH	MIRAKACHORI3	MIDDLE NO.1	
12	SARDAR MOHD.	MOHD. ESAQ	AZAHKHEEL 2	PRIMARY NO.2	
13	CHANAN GUL	ABDUL MATEEN	MUNDA NO.3	PRIMARY NO.2	
14	FAZEL HADEE	AMIR JAN	BADABERA N.2	PRIMARY NO.1	
15	ABD-UR-RASHEED	FAQIR KHAN	KACHAGARI 1	PRIMARY NO.1	

NO.	NAME	F/NAME	CAMP	SCHOOL	REMARKS
1	RAMATULLAH	MOHD.SAYED	KACHAGARI 2	PRIMARY NO.3	
2	HASSAN KHAN	FAZEL MOHAMMAD	KHURASAN N.2	PRIMARY NO.2	
3	ZAKIRULLAH	MOHD. JALIL	KACHAGARI 3	MIDDLE NO.1	
4	MOHD ISHAN	MOHD. SALAM	KACHAGARI 3	PRIMARY NO.3	
5	ABDUL SHOKOOR	ABDUL GHAFOOR	NASIRBAGH 2	MIDDLE NO.1	
6	ABDUL SAMAT	ABDUL QYUM	NASIRBAGH 2	MIDDLE NO.1	
7	AZIZ-UR-RAHMAN	FAZAL RAHMAN	KACHAGARI 2	PRIMARY NO.2	
8	ABDUL QUDOOS	ABDUL JABAR	BADABERA N.1	PRIMARY NO.3	
9	NAQIBULLAH	SAYED BAQI	BADABERA N.1	PRIMARY NO.2	
10	KHAN AGHA	HAYATULLAH	NASIRBAGH 1	MIDDLE NO.1	

In the pre-seminar evaluation papers were questions related to the skills in teaching profession such as Educational Objectives

- Teaching and learning
- Teaching Aid material locally made
- Methodology
- Lesson plan and a good lesson
- Evaluation
- Schools Administration
- Files
- Register books for students
- Progress books for each class
- Meeting, announcement, material distribution books
- The classroom
- Teachers qualification
- The text-book
- Hours per-week for each subject
- Main problems in teaching
- Contact with students parents
- Proposals for improvement in the schools
- Improvement in their skills
- Their needs with regard to Pedagogic consultation
- Their opinion about teaching Dari and social studies in the schools
- Taking care of individual differences and deviants in the class.

After reading the pre-seminar evaluation the chairman of the seminar got some results from the answers, comments and information of the participants. Based on those information it was known that they had difficulty in following area:

- Principles of education
- Child and adult psychology
- Educational psychology
- General methodology
- Preparing teaching aid material
- Evaluation and tests
- Reading Holy Quran correctly
- Some other professional information

These problems were reported to the instructors of the seminar by the chairman to be taken into consideration during the process of the seminar. After giving information to the instructors about the problems and weaknesses of the participants the time table for group A and B were prepared and announced according to the following schedule.

TEACHER TRAINING CENTER

TIME TABLE OF TWO WEEKS SEMINAR FOR AFGHAN COMMISSIONARY TEACHERS

July 18, 1999

No	Day	CLASS	First 8:00 -8:40 Subject	Teacher	Second 8:40-9:20 Subject	Teacher	Third 9:20-10:00 Subject	Teacher		Fourth 10:30-11:10 Subject	Teacher	Fifth 11:10-11:50 Subject	Teacher	Sixth 11:50-12:30 Subject	Teacher
1	SUN	A	PUSHTO	Azizi	Math	Musa Khail	Dinyat	Yousufi		Teaching Aid M.	Hadee	Quran	Hashimi	Quran	Ha[illegible]
		B	Quran	Hashimi	Quran	Hashimi	Pushto	Hadee		Math	Ibrahimi	Teaching Aid M.	Salami	Dinyat	M. Sadiq
2	MON	A	Ed. Psychol.	Yousufi	Ed. Psychol.	Yousufi	Teaching Aid M.	Hadee	B R	Quran	Hashimi	Math	Musa Khail	Pushto	[illegible]
		B	Evalua-tion	Musa Khail	Method	S. Wali Salami	Method	S. Wali Salami	E A K	Method	S. Wali Salami	Child Psychol.	M. Sadiq	Child Psychol.	M. Sadiq
3	TUE	A	Child Psychol.	M. Sadiq	Child Psychol.	M. Sadiq	Math	Musa Khail		Method	S. Wali Salami	Method	S. Wali Salami	Evalua-tion	Musa Khail
		B	Method	S. Wali Salimi	Method	S. Wali Salami	Pushto	Hadee		Math	Ibrahimi	Edu. Psychol.	Yousufi	Edu. Psychol.	Yousufi
4	WED	A	Evalua-tion	Musa Khail	Method	S. Wali Salami	Method	S. Wali Salami		Method	S. Wali Salami	Dinyat	Yousufi	Pushto	Azizi
		B	Child Psychol.	M. Sediq	Teaching Aid M.	Salami	Dinyat	M. Sadiq		Pushto	Hadee	Math	Ibrahimi	Dinyat	M. Sadiq
5	THU	A	Dinyat	Yousufi	Teaching Aid M.	Hadee	Math	Musa Khail		Quran	Hashimi	Child Psychol.	M. Sadiq	Edu. Psychol.	Yousufi
		B	Quran	Hashimi	Quran	Hashimi	Edu. Psychol.	Yousufi		Evalua-tion	Musa Khail	Teaching Aid M.	Salami	Math	Ibrahimi

Ed. Psychol. : Education Psychology

Teaching Aid M. : Teaching Aid Material

Child Psychol. : Child Psychology

The following subjects and contents were taught:

1. The teaching of Tajweed of Holy Quran instructed by Mulawi Sayed Shah Hussain Hashimi:

   -The Definition of Tajweed
   How do we learn Tajweed ?
   Mistakes in Tajweed
   -The pronunciation and intonation of the Holy Quran
   -Using different parts of mouth, tongue, lips, nose, teethes in pronouncing the Holy Quran verses
   These teaching have 17 parts from 1 to 17.

2. General methodology instructed by Mr. Shah Wali:
   Method and its kinds
   -Oral method such as lecture, story, discussion and reasoning
   Observation and show
   Practical methods such as practice, lab experiments and practical work
   -Lesson plans
   -Long term (Year plan) lesson plan
   -Short-term lesson plan
   -Objectives
   -Subject
   -Teaching materials
   -Activities
   Evaluation
   -Homework

3. Child and adult psychology instructed by M. Sadiq
   Child psychology growth and development
   Child nature and social behaviour
   Child's ethical side
   Child's play
   -Learning in the schools (groups, competition and cooperation)
   -Adult psychology
   -Stages of adulthood
   Adult's problems and difficulties
   Freedom from the family dependency emotionally, socially and economically
   -Maturity in all fields

4. Educational psychology instructed by Mod. Aman:
- What is psychology and what is its subject.
- What is behaviour and its different kinds (mental, emotional and social aspect)
- Pointing out the difference of behaviour and its relation to personality
- That factor which stimulate the behaviour
- What is stimulus
- Which one is the determinate factor. Heredity or the environmental, geographical, social and cultural.
- Goal of teacher training
- General knowledge
- Solution of problems
- Creativity

5. Teaching material instructed by H. Sadullah
- General principal of teaching material
- How to use teaching material
- Source of teaching material
- Definition of teaching material
- Teaching material benefits
- Audio objects:
- Radio, Cassette player, story melted to the lesson, conversation
- Visual objects:
- TV, Movies, stage play, picture, newspaper, chart, exhibition
- Museum, historical places, locally available material

6. Evaluation, Test and measurement
- Definition of evaluation
- Goal and purpose
- Different types of evaluation
- Method of evaluation
- Improvement of oral and essay type of examination different types of exams and its advantages and disadvantages
- correct and incorrect exam
- The difference between examination and evaluation

7. Practical teaching method in 1st, 2nd and 3rd grade Islamiat taught by M. Aman and M. Sadiq.

8. Practical teaching method in 1st, 2nd and 3rd grade Pushto by Sadullah and Azizi.

9. Practical teaching method in 1st, 2nd and 3rd grade mathematic by Ghulam Sadiq and Abdul Ghani

In this part model lessons were given by PMT and TTC members to the participants and the participants individually and in the group gave model lessons too. In the second case while the trainees were giving model lessons the PMT and TTC members were helping them by correcting their mistakes.

At the end and on the finale day of the seminar Mr. Shah Wali gave the participants another evaluation papers. In this they were asked about the advantages and disadvantages of the seminar in relation to the benefits they got. The information and answers of this evaluation papers were compared to the pre seminar evaluation papers by the chairman of the seminar.

<u>The result was summarized as follow:</u>

1. In reading the Holy Quran correctly the participants expressed their satisfaction from the guidance of Mulawi Hashimi because most of their difficulties were solved.
2. They learned about the child and adult psychology which was new to them.
3. Educational psychology was another and most important part of their training through which they learned about individual difference, students interest and needs. They were given enough information about the process of learning experiences.
4. They learned the importance of teaching aid materials, their preparation and use. For example they learned how to make teaching materials from cheap and costless things locally such as charts and felt-board
5. In the field of methodology they learned about the meaning and kinds of simple method of teaching practically which they will use it in the primary schools. Also in lesson planing they learned 3 types of lesson plan, namely yearly lesson plan, monthly lesson plan and daily lesson plan.
6. In the area of evaluation they did not know before how to evaluate students achievements, teaching materials and teaching method. They did not know about the kinds of test and question. Now they know about evaluation, test and how to use them properly.

1. Observing and guiding academic and administrative affairs of the schools
2. Work in relation to lesson plans (Daily, Monthly, Yearly).
3. Work different method of teaching
4. Guidance and using teaching aid materials properly.
5. Evaluation and Tests.
6. Model lesson by supervisors.
7. Model lesson by experimental school teachers.

At the end of the meeting all the forms needed were given to the supervisors by the secretary of the meeting.

With best regards.

Amir Mohd. Ahmadi

7. Also in the practical teaching of Islamiat, Pushto and Mathematic the participants learned a lot. Now they know from where start the lesson using the proper method and materials and where end the lesson. They learned how to evaluate the lesson at the end in this part also model lesson were given by PMT and TTC members. The participants gave model lessons too while they were observed by the instructors which is the based way for retention.

<u>Proposals of the participants:</u>

1. Lecture notes should be typed because of reading problems
2. The length and duration of the seminar is very short it should be increased
3. Teaching aid materials specially in practical teaching of Islamiat, Pushto and Mathematic are not enough. It should be increased so that they can get them to their schools
4. The allowance is not enough and also they have difficulties in transportation

Finally the seminar ended on July 27, 1989. A ceremony was held in one of the classes where all the participants PMT and TTC members Mr. Beniot, Mr. Nasim, Mr. Ghulam Gul from ASYAR and Amir M. Ahmadi were present. The ceremony started by recitation of Holy Quran and prayer for the people of Afghanistan. Afterward Mr. Beniot talked about the programme and the future responsibilities of the participants. He said that Belgium is small country but is trying help Afghan people as much as possible. He made it known that the Belgium committee aside from the humanitarian help do not want to interfere in the cultural background of Afghan people. He said to the participants, it is their duty and responsibility to educate Afghan children according to their needs and their culture. They have to educate the children in such a way to be the builders of Afghanistan in the future. He called upon them to come to SOS/PG. Belgium whenever they need help.

Amir M. Ahmadi, Head of Education Department congratulated the participants upon their successful participation. Hoping the teachers will use what they learned in their classrooms. He asked them to work hard in educating the Afghan Refugee Children for the future of Afghanistan. Afterward the certificates were distributed by the director and heads of the departments and the ceremony was over at about 2:30 P.M.

THE FOLLOW-UP PROGRAMMES

This was the summery report of the 3rd seminar we had in summer 1989.

With best regards.

Amir Mohd. Ahmadi.

Ref. AMA2

October 10, 1989

SOS/PG. BELGIUM
Solidarity Afghanistan
Education Department
P.M.T.

<u>Report of follow-up programme in Mian Wali</u>
<u>October 1 to October 5, 1989</u>

SOS/PG. Belgium Pedagogic Mobile Team upon the request of UNHCR in Punjab surveyed the schools in Mian Wali some time in May, 1989. In that survey we found out that the teachers there needed seminar for up-grading their skills in teaching. 40 teachers were selected to attend the first seminar, out which 31 teachers attended the seminar till the end. The rest due to the summer vacation couldn't reach and were not able to attend. In that seminar we taught general methodology, teaching method of important subjects such as: Islamiat, Math and Pushto. We taught them child and youth psychology to be familiar with the nature of children and youth. Also we taught educational psychology to base their teaching on psychological principles. We taught the preparation and implementation of good lesson plan because this is very important in teaching-learning process. We taught them the preparation and using teaching aid materials without which fruitful learning can not be achieved; or learning can not be communicated from the teachers and text-books to the students. We taught them educational evaluation by which we can find out where we are in relation to our educational objectives. The result of the seminar according to the evaluation of teachers, education officer of Mian Wali and ours was excellent and satisfactory.

Everybody knows that education is a continuous process. To be continuous each programme of training in education must have a follow-up programme to be sure of the continuity. Having believe on the above fact, Mr. B. Heuchenne, Chief of Mission, SOS/PG. Belgium and Mr. Lennart, Head of UNHCR in Punjab decided that the pedagogical Mobile Team of SOS/PG. Belgium should have a follow-up of the seminar given to the teachers of Mian Wali AR schools. Based upon that decision Pedagogic Mobile Team left Peshawar on September 30, 1989 for Mian Wali by two cars. We had taken all the teaching aid materials needed in the follow-up programme in schools.

We arrived at about 4:30 P.M. there. The accommodation was prepared by D.A. and other responsible people for us. We met education officer with whom we planned our work. With his consultation we selected 5 schools where we planned to work.

The work programme was such that all the team were supposed to work in one school for whole day. These are the selected schools with the number of teachers, enrollment of students, students present, students absent, and the date of our visit. I went to D.A's office on October 2, 1989 with education officer, and explained to him the purpose and plan of our work in the five schools. He was happy to see us, and requested me to submit him the result of our work. Also I sent letters No.1-6 dated October 1, 1989 to education officer, and the schools. In those letters we had explained to them the nature of our work, and informing them, if they need more help and guidance than we give them in the schools, they can come to the place, where we lived. We started our work in the schools on October 1, 1989 from middle schools No.1, and ended with the primary school No.3, according to the following order:

SOS/PG. BELGIUM SOLIDARITE AFGHANISTAN

P.M.T Form No.5

General survey of the schools in (Mian Wali) Camp

School and its location: (Middle) No.1 Camp No.6 — Date: Oct,1 ,1989

Number of the students										Teachers	
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post	[illegible]
Enrollement	97	55	58	42	24	53	10			Present	7
Present	52	40	32	20	13	32	4			Absent	0
Absent	45	15	26	22	11	21	6			Proposal	[illegible]

School and its location: (Primary) No.5 Camp No. — Date: Oct,2 ,1989

Number of the students										Teachers	
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post	[illegible]
Enrollement	58	35	53	30	15					Present	[illegible]
Present	25	10	28	13	7					Absent	[illegible]
Absent	33	25	25	17	8					Proposal	[illegible]

School and its location: (Primary) No.2 Camp No — Date: Oct,3 ,1989

Number of the students										Teachers	
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post	6
Enrollement	95	60	56	52	25					Present	6
Present	56	44	28	18	13					Absent	0
Absent	39	16	28	34	12					Proposal	0

School and its location: (Primary) No.4 Camp No. — Date: Oct,4 ,1989

Number of the students										Teachers	
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post	7
Enrollement	39	26	35	47	20					Present	[illegible]
Present	20	10	7	30	10					Absent	2
Absent	19	16	28	17	10					Proposal	1

SOS/PG.BELGIUM SOLIDARITE AFGHANISTAN

P.M.T Form No.5

General survey of the schools in (Mian Wali) Camps

School and its location: (Primary) No.3 Camp No. | Date: Oct,5 ,1989

Number of the students										Teachers	
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post	5
Enrollement	89	57	55	36	15					Present	5
Present	9	4	12	2	2					Absent	0
Absent	80	53	43	34	13					Proposal	1

School and its location: ( ) No. Camp No. | Date:

Number of the students										Teachers	
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post	
Enrollement										Present	
Present										Absent	
Absent										Proposal	

School and its location: ( ) No. Camp No. | Date:

Number of the students										Teachers	
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post	
Enrollement										Present	
Present										Absent	
Absent										Proposal	

School and its location: ( ) No. Camp No. | Date:

Number of the students										Teachers	
Classes	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Post	
Enrollement										Present	
Present										Absent	
Absent										Proposal	

Each supervisor stayed with one teacher for the whole day observing his activities in the classroom. Each supervisor had an observation paper with him, and a notebook. On the observation paper they were marking on the scale the standard of the teachers, and in the notebook they were writing the shortcoming of the teachers during teaching in the classroom. Afterward the teachers were helped and guided in all aspects of good teaching. Demonstration lessons were given by our supervisors when necessary because most of the teachers needed. In the next page you can see a copy of our observation paper.

Observation Guide

Sup. Name ( ) Date :( )
Duration ( ) School :( )
Subject ( ) Teacher:( )
Hour ( ) Class :( )
No. of Students ( )

After critical judgment check the follow: CHART-2

A	Teachers Personality (Excelent,Very good,proper good,weak,very weak)
1	General Condition
2	Coordination of Condition
3	Noise
4	Sequence and connecton of words
5	Character
B	Readiness of the teachers
1	Authority on the subject and topic
2	Authority on teaching methods
3	Preparation of teaching aids
4	Effectiveness of teaching aid
5	Information about student's learning
6	Writings on the blackboard clearly
7	Preparation of good lesson plan
8	Ablity to know the students
C	Taking part
1	Students' interest and underestahding
2	Students' activity,feeling of freedom and responsiblity
D	Orderlines
1	Peaceful athmosphere
2	Being regular
3	Discipline and limited freedom.

REF.: CHART-3

E	Teaching and teahing activities (Excelent, Very goo,proper,Weak)
1	Stimulation
2	Alowing student for criticism and proposal
3	Correcting students'errors
4	Valuing students' good opinion
5	Continous evaluation of students, material and teaching activities
6	Summarization of the main point in the lesson
7	Student guidance in geting the result
8	Review and practice of the lesson
9	Using different activities
10	Using the language suitable to the understanding of student
F	Remarks of the observer which can be written at the back pagae if necessary. (Signature)

We observed two kinds of teachers, those who were in the summer seminar, and those who were not. there were great differences in the performance of these teachers. Those who were not in the seminar were very weak in teaching, classroom control, encouragement of students, and using teaching aid materials. For these teachers we gave demonstration lessons, using all the technic of good teaching, correcting their mistakes, and guiding them properly. They were helped in how to make a good lesson plan, and its implementation. They were convinced about the role of teaching aid in learning activities. These teachers really need a lot of help and guidance either by a seminar or by some kind of on the job training like our present follow-up programme.

The second group of teachers, we observed, were in the summer seminar, and knew the subjects we taught them. Here again some of these teachers were using the technic they learned, and were really successful, and we congratulated them on their success. Some of them were lazy or indifferent who were helped and guided because there is no supervision in the academic side in the schools. There is no distinction between industrious, and lazy teachers, which is very important in the field of education. Also we met another group of teachers who were not able to implement the knowledge they gained in the seminar. We helped and guided them, practically in the classroom situation, and they were improving hour by hour. At this follow-up programme we refreshed their information and helped them in the real classroom situation. It is worth mentioning that those teachers who were in the seminar compared to those who were not in the seminar, were very strong in their work.

On October 3, 1989 Mr. B. Heuchenne, Chief of Mission, SOS/PG.Belgium joint the team. He went with us to the remaining schools, and did observe the teachers teaching in the classrooms.

He also observe the demonstration lessons of our team members in classrooms, while the teachers were observing too. Mr. B. Heuchenne observed the help, and guidance given by our supervisors to the teachers. He sometimes himself demonstrated some technic of teaching. He praised and congratulated those teachers who were successful in their teaching. He showed the teachers how to motivate students toward learning activities. At the end everybody was happy and appreciated our programme.

When our programme ended, and we did what we were supposed to do, the evaluation papers were distributed to the teachers, to write their views and opinions about our programme. They wrote their views and suggestions about this programme, and the seminar. You can read the questionnaire of evaluation and opinions of the teachers in the following pages:

September 27, 1989

REPORT OF THE MEETING

Present at the Meeting:

1. Mr. Benoit Heuchenne, Director
2. Mr. Mohammad Nasim, Admn. Officer
3. Mr. Amir M. Ahmadi, Head of PMT
4. Mr. Abdul Hai, Math Teacher
5. Mr. A. Saboor Azizi, Pushto Teacher
6. Mr. Mulawi Shah Hussain, Islamiat Teacher
7. Mr. Abdul Ghani, Science Teacher
8. Mr. Mohd. Alam, Psychology Teacher
9. Mr. Mohd. Aman, PMT Supervisor
10. Mr. Mohd. Sadiq, PMT Supervisor
11. Mr. Ghulam Sadiq, PMT Supervisor
12. Mr. Haji Sadullah, PMT Supervisor
13. Mis. Shafiqa, PMT Supervisor
14. Miss Talat, PMT Supervisor.
15. Mr. Mohd. Salim, Secretary

Excused: Mr. Majeed, Accountant
Absent : Nil.

Agenda of the Meeting:

1. The result of previous meeting
2. A brief explanation of TTC activities in September.
3. A brief explanation of PMT activities in September.
4. PMT work plan for October.
5. TTC work plan for October.
6. Trip of Lahore.
7. PMT budget for 1990.
8. Pedagogic Afternoon
9. Teaching Aid Material for experimental schools.
10. Purchase of PMT and TTC teaching aid materials.
11. Rules for dormitory.
12. Survey of schools.
13. Store for teaching aid materials
14. A metal table for Lab.
15. Sets for car.

SOS/PG. Belgium
Department of Education
P.M.T.
Evaluation papers for Mian Wali teachers

Dear Teachers; Read the following items carefully, and write enough information about them:

I. Can you point out the relation of our present programme and guidance with the seminar given to you during the summer.

II. What is the benefit of the supervisors observation of your teaching in the class ? Write your opinions.

III. The supervisors observed your classes, and you were trying hard in teaching the class, while they were guiding you in the field of pedagogy; can you write the benefit of such observation and guidance ?

IV. This programme which was planned to check the results of the summer seminar, and helping you in your profession; do you think, was useful for you ?

V. Write your opinions about the continuation of this programme.

VI. For up-grading your skills in teaching; do you want seminar to be held or not ? If the answer is yes for how long ?

VII. Write your opinions in relation to a seminar for the headmasters.

VIII. Write in percentage the benefit you got from the observation and guidance of the supervisors during their one day stay with you.

IX. In which part or section of pedagogy; did you get help?

X.. The subjects taught to you in the previous seminar; in which part do you need more help and guidance.

XI. During summer seminar the preparation and using of teaching aid materials were taught to you clearly; now what kind of help and guidance do you need in this regard ?

Results of the evaluation

<u>Most of the teachers stated:</u>

I. In the seminar we learned many things in relation to pedagogy, which is strengthen by this follow-up programme. There is strong connection between that seminar and this programme. Now we can apply what we learned before because you helped us in the real classroom situation. This programme affected the students too, now they are active in learning activities.

II. We expected such programme after the seminar by which we refreshed our knowledge. We were helped in methods, lesson plan, using and preparing teaching aid materials practically, and our mistakes were corrected. The supervisors were in the class with us, the points forgotten, they were helping us. This kind of programme is very useful in education, because first they observed, and later guided us, specially in motivating the students and encouraging their attention to the class activities.

III. When we were observed, we were trying hard to use the best method in teaching, and hope to do the same in the future. We were trying to use those things we learned in the seminar. Before we were spending a lot of our energy to teach the class, and make the students understand, but now by using little energy we can do the same work. We were encouraged to work hard, and truthfully.

IV. It is very useful because this guidance and professional help enable us to teach easily. This programme was an encouragement for the students too. In making and using the charts, we were guided well. Now the students want from us to teach them the way, you taught them. Such observation make the teachers pay attention in his duty. We hope teaching materials and other materials will be given to us.

V. Following such programme makes the teachers busy, and if repeated there will be improvement in teachers skills and profession. The time for this programme is short.

VI. If the seminar is held, it will be better. The duration of such seminar should be at least two weeks or more. If it is during summer, it should be some where else, because Mian Wali is very hot. If it is possible we should get some benefit of your four months teachers training courses.

VII. Yes there should be a seminar for headmasters, because in education order, discipline, management is very important.

VIII. More than 85 percent they benefited from this programme.

IX. We were helped in teaching methods, lesson plan, using teaching aid, making first grade students understand math better. In using charts, teaching aid, teaching language such as listening, talking, reading, and writing, we were helped a lot.

X. Materials and charts should be prepared to us as well as text-books in Pushto. We need some help in psychology, and in subject matter.

XI. We don't have teaching materials, charts and other teaching aids, but if your programme is continuous, our problems will be solved gradually.

According to our evaluation the seminar we gave them in summer, was effective in up-grading the skills of the teachers. Our present or follow-up programme refreshed, and strengthen the knowledge of those teachers who were in the seminar. Also we helped and guided those teachers, who were not in the summer seminar the result was desirable, and the teachers were improving hour by hour.

In addition to the evaluation the headmasters stated some of their problems, they are facing in their schools. The problems are:

I. First and second grades, math books are in Urdu. The students and teachers can not understand Urdu at all, these books have to be in Pushto.

II. Social studies in grades 3 to 5 should be changed to History, and Geography of Afghanistan, and since they are in Urdu, they have to be changed to Pushto, because the students and teachers can not communicate in Urdu.

III. Instead of Science for grade 3 to 5, it is better to teach health education, because Science is above their level of understanding. Also these books are in Urdu, it is better to have them in Pushto.

IV. The teachers in the schools must know the language of first grade students, otherwise how they can communicate the concepts in the books to the students.

V. The shortage of books in each schools was felt.

VI. It is better to have Dari Language in fourth and fifth grades.

According to our observation and information the following problems are present in the schools:

I. In some schools the students are not controlled. They leave the classes whenever they want. The teachers do not act properly in this regard, because they are afraid of the parents. This situation is not desireable in education. Students at this age are not mature enough to differentiate good from bad. They should not have this much freedom there should be some control. This problem can be solved by involving the parents in schools affairs, and asking their cooperation to correct students misconduct, and reduce absence.

II. Most of the teachers are skilled teachers, but they don't bother themselves to teach better. When we were observing they were teaching well, but after that they were not trying so. To solve this problem a regular supervision is required for the teachers to fulfill their duties.

III. The education officer, headmasters, and students' parents by having meeting, can solve many problems. In this way the importance of education for the future of AR can be explained to them. The disciplinary problems and students absence can be discussed, which will result in the students encourage, and elimination of absence.

IV. It is better to have Pushto as means of instruction, instead of Urdu which neither the students nor the teachers understand and know.

V. The present books, which are in Urdu, it is better to have them in Pushto to raise the achievement of students.

VI. A committee of elder and leaders of the community including students' parents is necessary to be established. This committee will help educational and schools personal in the education of AR children. Because of their involvement. they will cooperate with schools, and solving all the problems related to education.

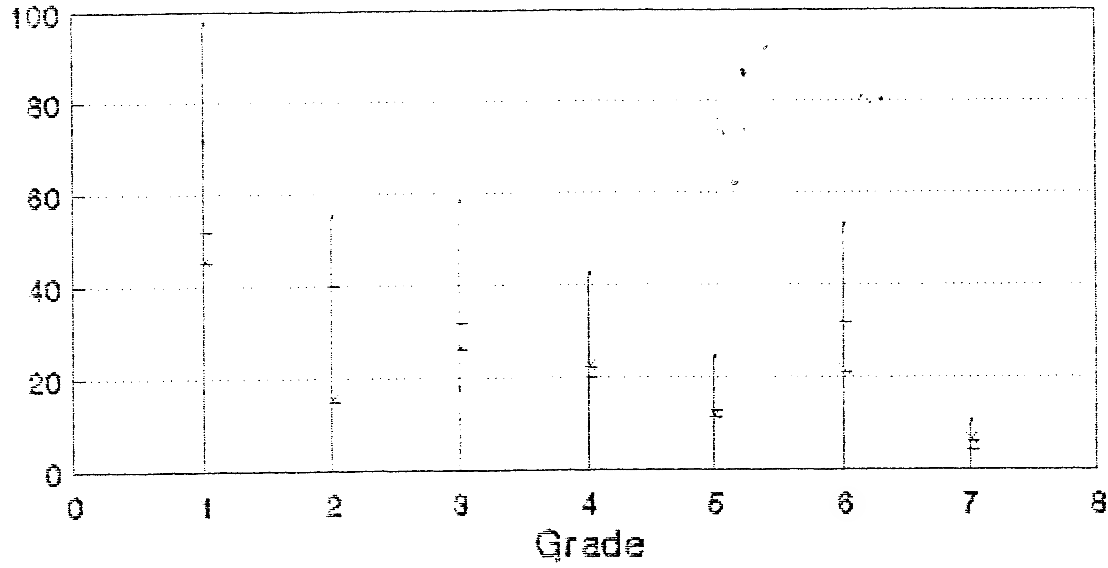
VII. The shortage of the text-books in the schools created serious problems. It is better to bring Pushto books from Peshawar or publish it in Punjab, otherwise your students will go gradually to parties' schools, where the instruction and text-books are in Pushto.

VIII. The text-books have to be revised. The content of the books should be suitable to AR life, when to go back to Afghanistan.

The report of our work, the result of evaluation, proposals, suggestions, problems and the ways of solving them was given in written in letter No.7 dated October 5, 1989 to the D.A. office. At about 11:30 October 5, 1989, we left Mian Wali for Peshawar.

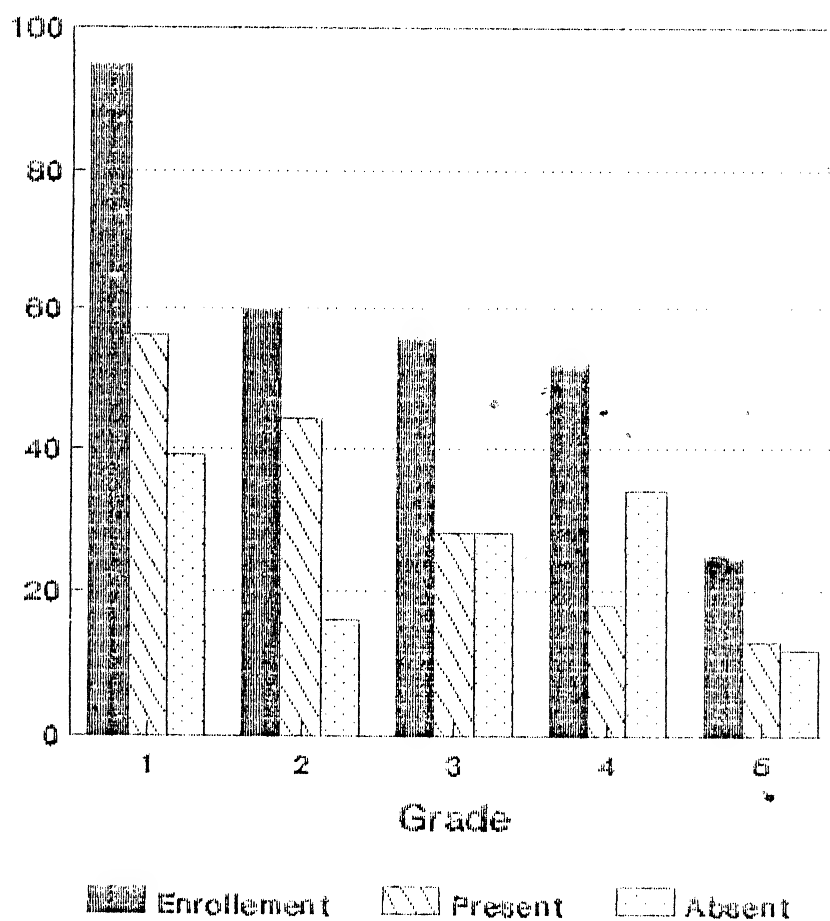
With best regards.

Amir M. Ahmadi,
Pedagogic Director.


Mianwalli
EnrollT - Present - Absent
100
80
60
40
20
0
0
1
2
3
4
5
6
7
8
Grade
Enrollement
Present
Absent
October 1 - 5, 1989, School 1 Camp 8

Mianwalli

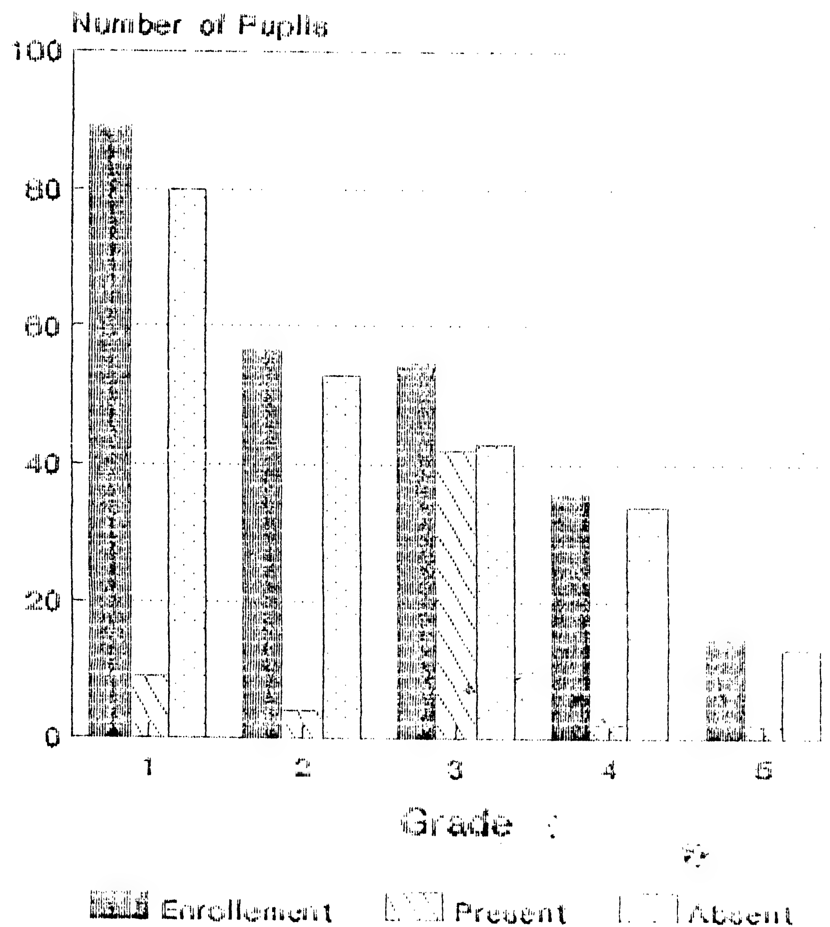
EnrollT - Present - Absent



October 1 - 6, 1989 School 2, Camp 1

Mianwalli

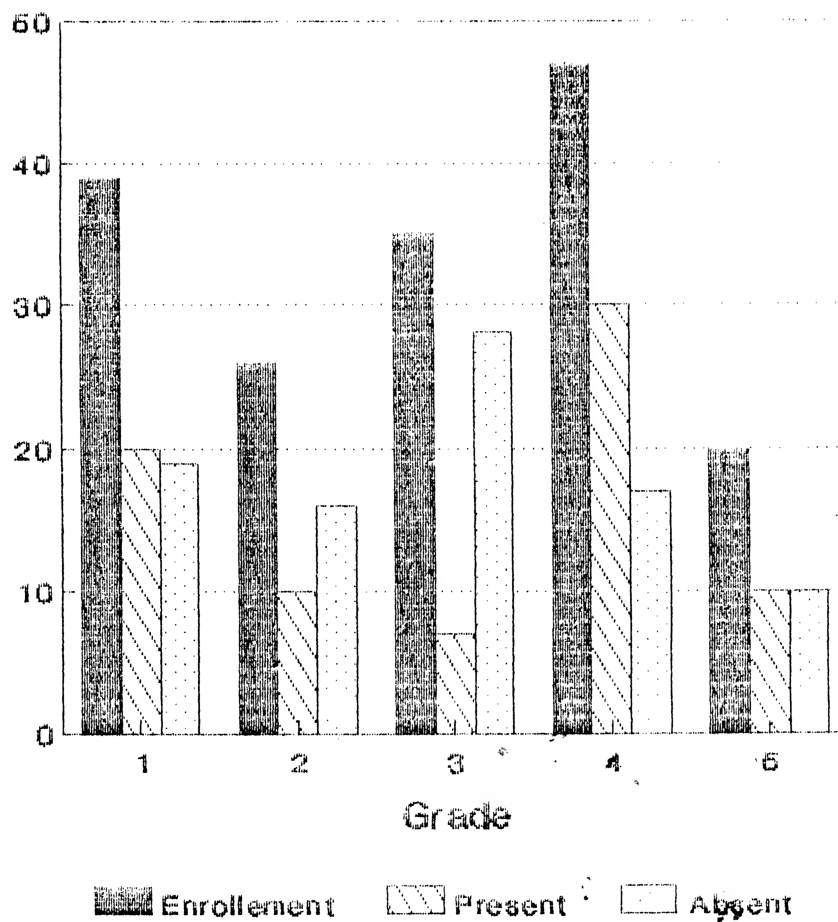
EnrollT - Present - Absent



October 1 - 6, 1989 SChool 3

Mianwalli

EnrollT - Present - Absent



October 1 - 5, School 4

At the beginning Mr. Benoit Heuchenne, Director said that some of the important and special points of previous meeting will be discussed, in this meeting. He added that then we will discuss our plans and works in September and October. He mentioned that this kind of meetings will be held at the end of each month. In these meetings PMT and TTC will inform each other about their works. He also mentioned that in this meeting the work in Mian Wali will be discussed as will as PMT budget. He told to the participants to present their suggestions which will be discussed during the meeting.

Mr. Sadullah pointed it out that there are some points in survey of experimental schools for discussion. Then Mr. A. Hai pointed out these things to discuss about them: Purchasing of Teaching Aid Materials, Regulation of Dormitory, Exchange of experience between TTC and PMT, Planning of Pedagogy Afternoon.

Mr. Ghulam Sadiq said that there should be discussion about, how to keep teaching aid materials. Mr. Aman also added that purchasing of professional books are also important for their team.

After hearing these suggestions as agenda of the meeting Mr. Benoit Heuchenne announced starting of the meeting.

1. First Mr. Benoit Heuchenne said that the result of the previous meeting was interesting, but it is written in English. He added that he will give it to Nasim to translate it in Pushto or in Dari, and distribute it to the staff. He said that more than half of the suggestions which were discussed in the last meeting were about teaching aid materials and revision of the budget. He said it is difficult to decide about the revision of the budget in this year, but in the next year he will try to increase the budget.

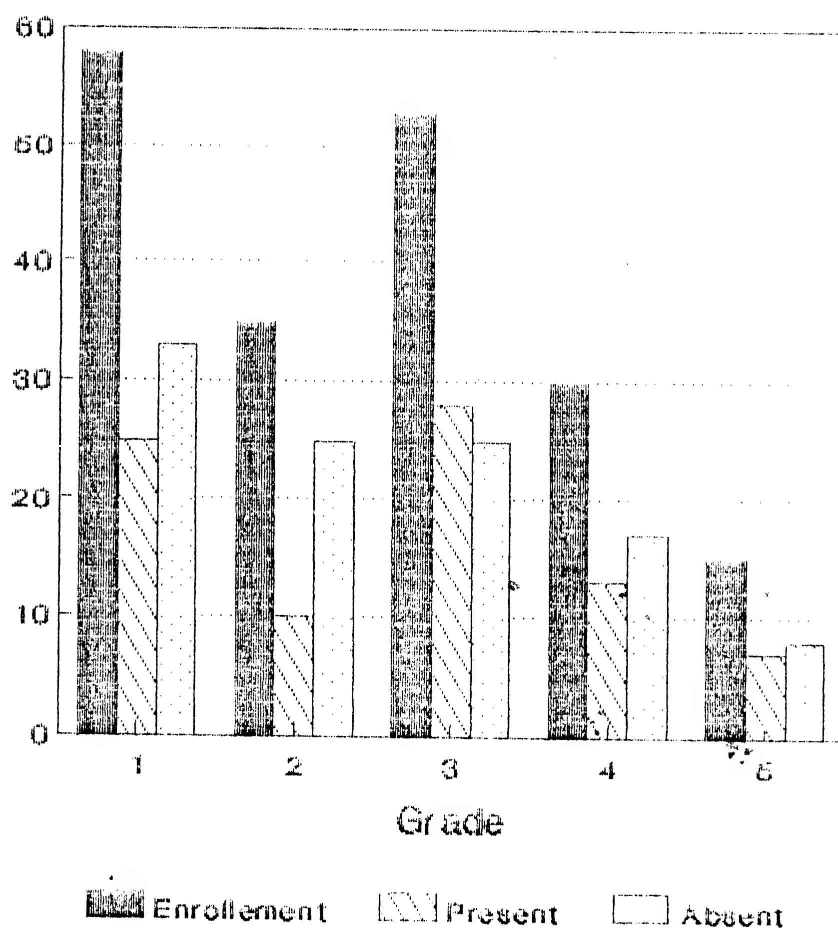
Benoit said that in the last meeting most of the participants express themselves in a better way. He added that he was satisfied about the last meeting technique. He also said that if anyone is interested in technique of the last meeting, a copy of that is with Mr. Nasim and Mr. Ghulam Gul, he can get it.

2. Then Mr. Benoit asked from one of TTC member to explain what they did in the month of September. Mr. A. Hai as representative of TTC explained that they distributed the materials to each trainees of 12th session, prepared a timetable for the teachers of TTC, and all the TTC teachers are trying to teach the trainees as well as they expect. He also added that they are satisfied from their teaching.

Mr. Benoit Heuchenne said that beside of the explanation of your work in the meeting, both PMT and TTC should give a narrative report from their September work.

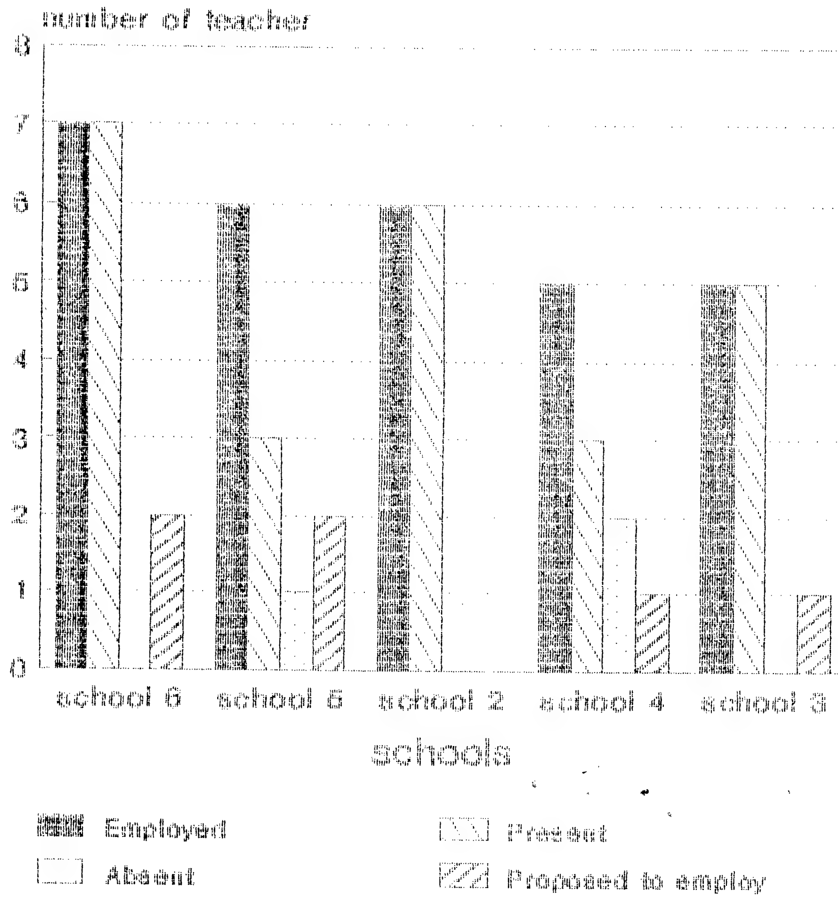
Mianwalli

EnrollT - Present - Absent



October 1 - 5, 1989 School 6, camp 1

Mianwalli
Teachers employed - Present



October 1 - 5, 1989 By school

Ref: AMA9

SOS/PG.BELGIUM
SOLIDARITE AFGHANISTAN
DEPARTMENT OF EDUCATION

Report of PMT activities in experimental schools.
From Sep. 24 to Oct. 31, 1989

As usual after the implementation of each Programme in education there should be a follow-up Programme to make sure of the results. We had three seminars two for male and one for female teachers of CAR schools in Peshawar. Our objectives were to up- grade the standard and skills of teachers in teaching-larning Process. To be sure, whether that objectives have been achieved or not we have this follow-up Programme we help the teachers in addition to the seminars and other training, in work and real class-room situation. We help and guide the teachers in their daily work as on the job-training.

To fulfil the above tasks we had two meetings, one on Sept. 14 the other on Sept. 15 in relation to the survey of schools in Peshawar area in which Mr. Benoit the chief of mission was present. The purpose of this survey was to select the experimental schools for the PMT supervisors to help and guide the teachers. After some debate we decided that the schools in the Nasir Bagh, Khazana, Shah Alam, Haji Zai, Nagoman and Otman Zai area (area B and E) should be surveyed. For this survey of PMT members, 3 male and 2 female started the survey of the CAR schools in the areas.

hey were:

1. M. Aman
2. M. Sadiq
3. G. Sadiq
4. Talat Jabeen
5. Shaffiqa Nooristani

In two day Sept. 19 and Sept. 20, 1989 they did the survey of all the schools in the areas and brought with them all data and information to the PMT office. In each school they filled certain forms which included the information about:

- Location of the schools
- No. of the teachers
- No. of the students
- No. of sections
- No. of PMT trained teachers
- No. of TTC or seminar trained teachers
- Building of school

The summary of the information is stated in following two forms.

SUMMARY OF CAR SCHOOLS SURVEY IN PESHAWAR

AMA01

NO	School	Camp	Area	No. of Teachers	No. of Students	No. of Section	No.of TTC Graduate	Building
1	Middle School	Khazana	E	10	253	9	7	Building
2	Primary School 1	Khazana	E	7	237	5	5	Building
3	Middle School	Nagoman	E	11	211	9	7	Building
4	Primary School	Shah Alam	E	4	175	6	0	Tent
5	Middle School	Haji Zai	E	13	375	10	0	Tent and Building
6	Prim.school NO.1 for G	Nagoman	E	4	94	1	2 * Seminar	Building
7	Prim.school NO.1 for G	Haji Zai	E	3	121	5	2 Seminar	Building
8	Prim.school for Girl	Shah Alam	E	3	304	5	2 Seminar	Tent
9	Midd.school No.1 for G	Camp No.3 Nasir Bagh	B	6	203	9	3 Seminar	Building
10	Prim.school for girls	Camp No.4 Nasir Bagh	B	5	240	5	1 seminar	Building
11	Prim.school No.1 for G	Camp No.1 Nasir Bagh	B	3	160	6	1 seminar	Building
12	Prim.school No.1 for G	Camp No.5 Nasir Bagh	B	6	155	5	1 seminar	Building
13	Prim.school No. 1	Camp No.2 Nasir Bagh	B	4	264	1	T.T.C 3	Building
14	Prim.school No. 1	Camp No.1 Nasir Bagh	B	5	250	6	T.T.C 4	Building
15	Prim.school No. 2	Camp No.5 Nasir Bagh	B	3	109	5	T.T.C 2	Building
16	Midd.school No. 1	Camp No.1 Nasir Bagh	B	12	574	9	T.T.C 9	Building
17	Midd.school No. 2	Camp No.2 Nasir Bagh	B	12	310	9	T.T.C 8	Building

Building

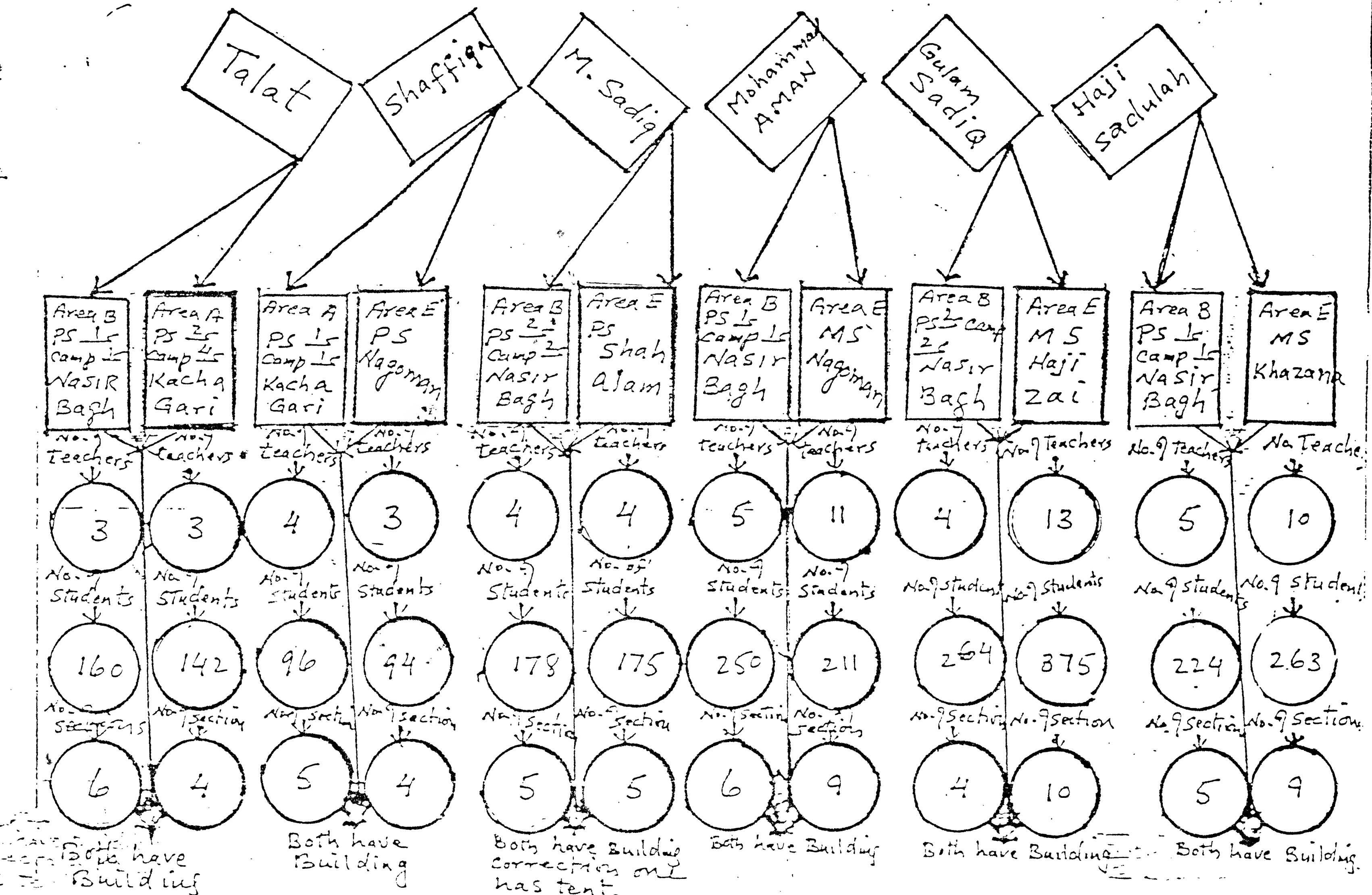
SUMMARY OF CAR SCHOOLS SURVEY IN PESHAWAR

AMAO!

NO	School	Camp	Area	No. of Teachers	No. of Students	No. of Section	No.of TTC Graduatet	Building
18	Midd.school No. 1	Camp No.2 Nasir Bagh	B	13	500	9	T.T.C 10	Building
19	Prim.school No. 2	Camp No.1 Nasir Bagh	B	5	224	5	T.T.C 4	Building
20	Prim.school No. 4	Nasir Bagh	B	5	224	5	T.T.C 4	Building
21	Prim.school No. 2	Camp No. 5 Nasir Bagh	B	4	290	6	T.T.C 3	Building
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

When the survey was completed by the PMT members, the forms and other information were sorted and analyzed. We had decided that we should select such schools which needed more help and guidance. Finally we selected 12 schools in both area (B and E) as experimental schools. Each supervisor was assigned to work in two schools one in area B and one in area E, with the exception of two schools in Kacha Gari for female supervisors. During the assigning of supervisors to the experimental schools Haji Sadullah who was on leave returned, and we assigned him in two schools too.

Therefore after the survey we selected 12 experimental schools in 7 camps. These schools have 69 teachers 2412 students, 72 section and ( ) TTC and PMT seminar trained teachers. In the following chart we can read about the supervisors and their schools.



SOS/PG. Belgium
SUPERVISORS' EXPERTMENTAL SCHOOLS
Talat
Shaffiqa
M. Sadiq
Mohammad AMAN
Gulam Sadiq
Haji sadulah
Area B PS 1 Camp 1 NASIR Bagh
Area A PS 2 Camp 4 Kacha Gari
Area A PS 1 Camp 1 Kacha Gari
Area E PS Nagoman
Area B PS 2 Camp 2 Nasir Bagh
Area E PS Shah Alam
Area B PS 1 Camp 1 Nasir Bagh
Area E MS Nagoman
Area B PS 2 Camp 2 Nasir Bagh
Area E MS Haji Zai
Area B PS 1 Camp 1 Nasir Bagh
Area E MS Khazana
No. of Teachers
3
3
4
3
4
4
5
11
4
13
5
10
No. of Students
160
142
96
94
178
175
250
211
264
375
224
263
No. of Sections
6
4
5
4
5
5
6
9
4
10
5
9
Both have Building
Both have Building
Both have Building correction one has tent.
Both have Building
Both have Building
Both have Building

On Sept. 24,1989 after the selection of the experimental schools, PMT supervisors started their work in the related schools. According to the schedule they work four days in the experimental schools and on the fifth they discussed the problems present in the schools. Everyday at 8:00 A.M they went by two cars to the school and came back for lunch. In the afternoon they prepared teaching aid materials and guidelines for the next day. At the beginning they took 12 charts with them to the schools and put it on the bulliten board explaining the works they do in the experimental schools. In the chart one can read supervisors' work as follow:

I. Observation

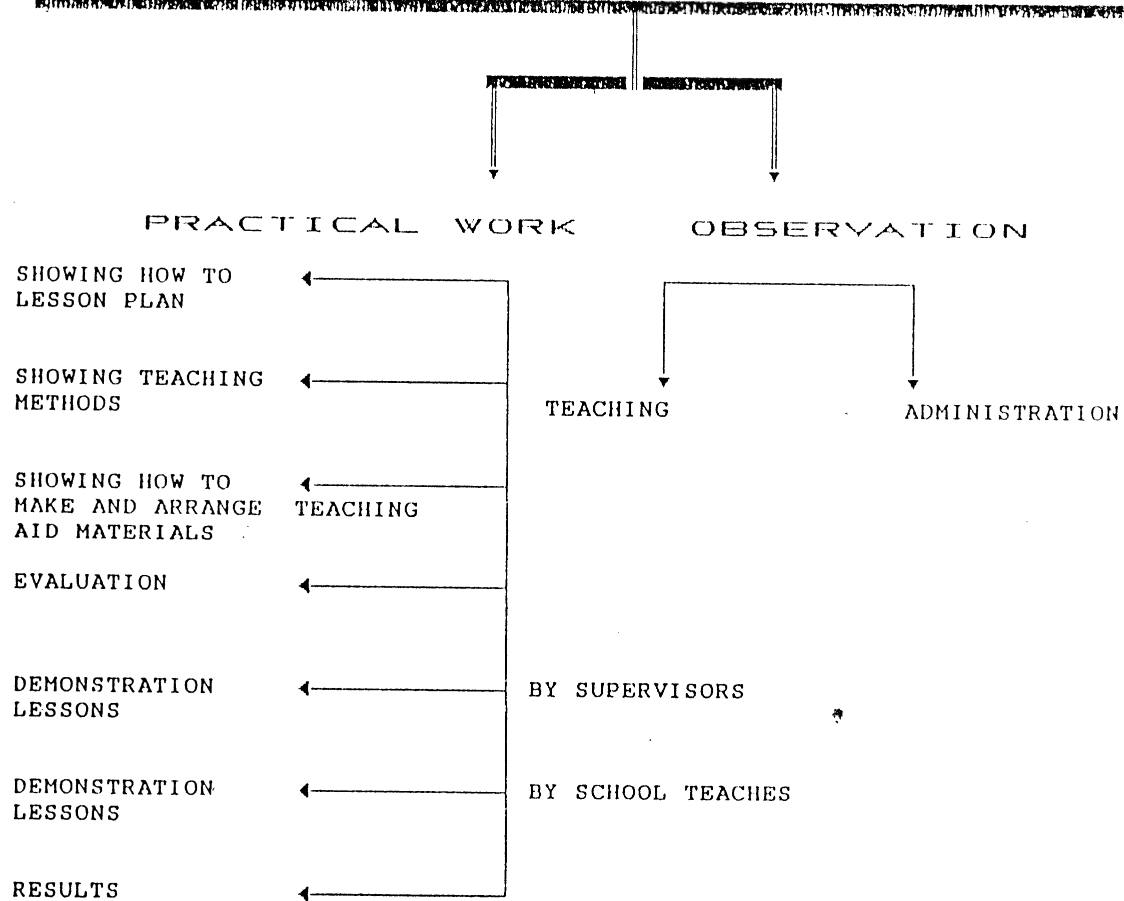
A. Administration
B. Teaching

II. Practical work with the teachers in the classroom.

A. Lesson planning
B. Teaching methods
C. Preparing and arranging teaching aid materials.
D. Class evaluation
E. Demonstration lesson by supervisors
F. Demonstration lesson by teachers
G. Results

Whoever is in the schools (teachers and headmasters) and those come to the school reading the charts understand what the SOS/PG.Belgium supervisors are doing.

P.M.T WORK IN THE EXPERIMENTAL SCHOOLS



Since our PMT supervisors are hard working and have enough experience in working with experimental schools, they started their work with the plan of work they had.

I. Observation

A. Observation of school administration took place. Our supervisors found out the schools needed help and guidance in this respect. To help them in this respect they held meetings with the headmasters and teachers of each schools, where they were guided in how to make the schools ready for proper teaching-learning process. The attendance, Disciplinary problems,book keeping and other related problems were discussed.

Our supervisors guided them in.

1. Making selecting cleaning committee
2. Making disciplining committee
3. Making heath committee
4. Making time table
5. Student attendance book
6. Having books for materials distribution and teaching staff meeting.
7. Having bulletin board for announcement and other purpose.

a. Trying to have meeting with students parents in relation to students attendance and other problems.

All this guidance and help given to them took place in friendly atmosphere because of the advice given to the schools by the Edu-Cell of the CAR in Peshawar. Everybody was happy of the improvement taking place in administrative area. We prepared to the 12 schools progress books so that everybody will know about the advancement of the programme in each subject.

3. Then Mr. Benoit asked one of PMT member to explain their September work. Mr. Aman explained about survey of the schools, and the meeting which they had before they start survey of experimental schools. He also added that they chose 12 schools in different areas, for both female and male supervisors. After Miss. Talat Jabeen also explained the way how they observe the female schools in the areas, and the problems, which they faced during survey of the schools.

4. Mr. A Hai said that they will continue their training according to their plan in October. He added that they are trying to give a practical training to their trainees. He mentioned that at the end of October they will give an exam to their trainees.

5. Mr. Aman said that there is a great need of teaching aid materials in experimental schools, to be prepared in the schools. During October PMT will continue their work in the experimental schools as they are doing it now. Also they will have a follow up programme in Mian Wali.

6. Mr. Benoit Said that he was in Lahore last week end, and he discussed about the education in Punjab with UNHCR Officer. He added that the level of the teaching is weak there. He said that UNHCR is welling to up grade the level of education in Punjab. He also added that SOS/PG. BELGIUM is trying to find an experience teacher, to go to Punjab and study the situation of Punjab, and encourage the people, and try to find solution how to have good education there in Punjab.

It will be for 6 months if he return successfully with ideas, suggestions, solution of problems, suggestion for revision of curriculum, then they will decide about the education in Punjab, and will hire him in SOS/PG. Belgium. Meanwhile, he said that PMT will go to Punjab for one or two weeks to help the teachers. He said that this work will be follow by UNHCR.

7. About PMT budget Mr. Benoit said that PMT budget will increase in 1990. Beside PMT will have 2 Sub-Offices in Haripur and Bajaur. He said it is according to PMT proposal, which is given to UNHCR. Benoit said that he will try to keep contact with UNESCO, AID and UNECIF about primary schools for Afghan Refugees. He also mentioned that he is working with Nasim together regarding increas-ment of TTC budget.

8. Regarding Pedagogy Afternoon Mr. Hai said that it will start from October 15. Mr. Benoit told him to prepare some special points about it for discussion, according to that list, they will make a meeting in October. He added that these points should be based on their problems.

B. Observation in the classroom while the teachers were teaching also was done in this period after the observation of administration.

In this observation we had in mind the following points:

i. Teachers lesson plan
ii. Methods used by the teachers
iii. Teaching aids materials
iv. Evaluation of the lesson and students by teachers.

It was known that the teachers were very weak in the bove points. They did not have daily lesson plan and when asked them they were not able to make it properly. About the methods of teaching they did not know anything, mostly they were using the old ways and system of teachers centered method. Student participation and activities in the classroom were ignored. This resulted in disinterest of students toward the lesson.

Teaching aid materials were not in the classes. Feltboards which was given to them during their training in TTC were not in the school. When our supervisors took the feltboard to those schools the teachers were not able to use it. They were not using charts and other materials necessary in each subject.

Most of teachers who were trained in TTC were weak in making lesson plan, teaching methods, using and arranging teaching aid materials and Evaluating the student and daily lesson. Here we propose that the TTC future programme should be toward professional subjects instead concentrating on pure subject matter.

To get ride of the above problems our supervisors did help and guided the teachers in classroom and in the office in the following areas:

1. Help the teachers making the lesson plan according to the general plan given to them by education cell of CAR.

2. When they become ready to make the lesson plan our supervisors followed them in the implementation of the lesson plan. As you know in the lesson plan the methods of teaching proper to each subject should be applied. They were helped whenever needed and sometime PMT members themselves were teaching using the best methods.

During the break hours the shortcoming and mistakes in relation to methods were discussed th the teachers. The supervisors were introducing the methods which were increasing the students participation day by day. Through which the transfer and communication of the content of the books became easier.

3. Having a very good lesson plan and applying any method without the use of teaching aid materials suitable to each subject will not be fruitful. For this reason our supervisors tried hard to show the teachers how to make and use teaching aid materials. The teachers were helped how to make and use teaching aid materials. The teachers were helped how to use the feltboard in teaching different subjects. Using and preparing charts were shown to them. Different kinds of charts related to different subjects prepared by PMT were taken to the school to help the teachers in teaching the lesson.

Looking to the reports the supervisor given to us, they help the headmasters and teachers to the point mentioned. The process is going till the end of December, 1989 which will cover the rest of the work plan. I as director of PMT observed once two experimental schools while two Journalists from Belgium were with us. The process of teaching was interesting and the Journalists appreciated the cooperation between the SOS/PG.Belgium and the Edu-Cell of UNHCR. Also another man a SOS/PG. member in Belgium visited and observed the work of our supervisors who expressed satisfaction of this programme.

Results:

Evaluating the changes and progress taken place since the PMT supervisors programme started, considerable improvement can be noticed.

I. There is staff meetings to discuss and solve problems.

II. Timetable, bulletin board and attendance records are prepared.

III. Different administrative books are prepared.

IV. Charts and lesson plans (yearly, monthly, and daily) are prepared and the teachers know how to make them.

V. Since the ways of using feltboards in the subject of Pushto and mathematics taught to them, now they can use it very easily. When they use this teaching aid students show interest and participate actively in the lesson.

VI. The teacher according to the plan are working and teaching their subjects eagerly. They are trying to prepare some teaching aid materials themselves.

VII. To all the schools according to Haji Sadullah's proposal we prepared teaching progress book.

VIII. About 30 books of Mathematics, Physics and Geometry according to M. Aman suggestion were prepared to Middle school of Nagaman.

IX. Now the teachers are using different methods in making the students understand the lesson.

X. The teachers are now trying to discuss and solve their problems through cooperation with our supervisors.

There were some problems which our supervisors could not solve.

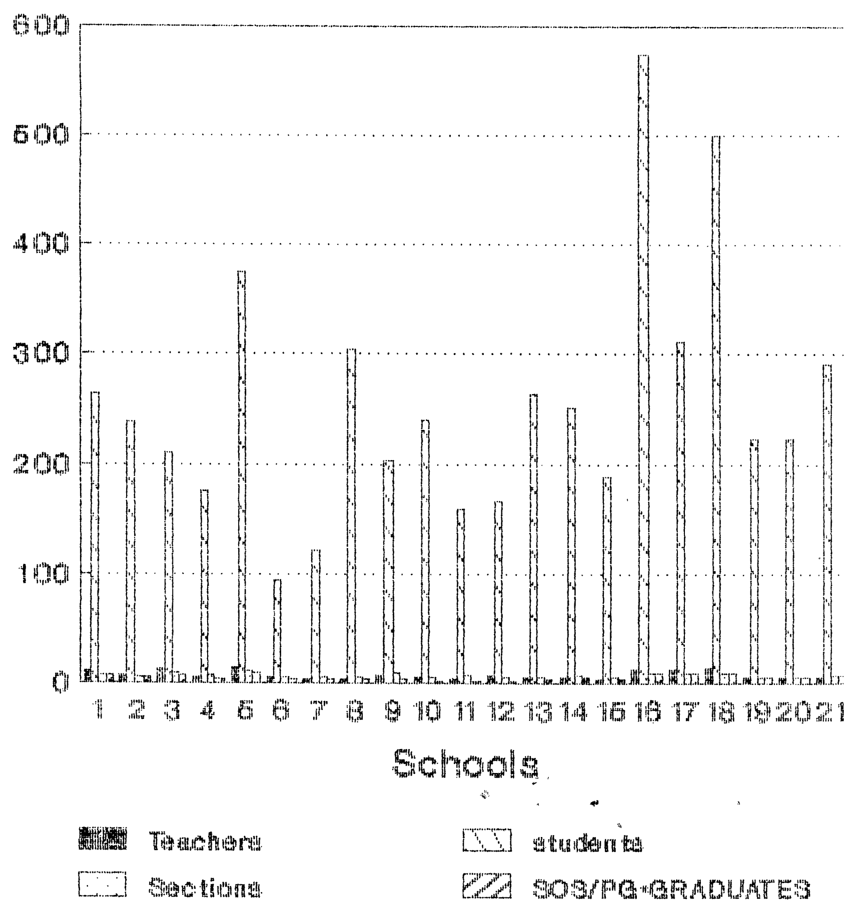
They are:

1. Shortage of teachers in some schools.
2. Middle school of Khazana have suggested that there should be a wall around the school.
3. Also in the same school the floor of the classes are humid and harmful for the health of the children. This problem should be solved.

4. In the school No. 2 camp No. 1 of Nasir Bagh they don't have:

A. Drinking water
B. Toilet
C. Carpets in the classroom.

CAR schools surveyed
in Peshawar



January 3, 1990

SOS/PG.BELGIUM
Dep. of Education
P.M.T

Work Report Nov. 1-Dec. 15, 1989

When our supervisors finished the first part of their work in the experimental schools, we gave the report of the work done. Looking to the report one can get the idea of the improvement in the related schools in that period of time. That was our impression from the evaluation of the work of PMT supervisors in the experimental schools. To know about the views of the beneficiaries we prepared a questioner as an evaluation paper for the teachers and headmasters of the experimental schools. We gave copies of the evaluation papers to the teachers, asking them to write about the duration, usefulness, and related ideas of our programme in their schools. Reading the answers in evaluation papers, we got enough information about the usefulness of PMT activities in the experimental schools. we are convinced that the programme should continue, because of the suitable guidance and help given by PMT and the satisfaction of the teachers and the headmasters. The following is the questioner and the answers given:

SOS/PG.BELGIUM
SOLIDARITE AFGHANISTAN
EDUCATION DEPARTMENT]
P.M.T

Evaluation paper

School (   )

Date (   )

Camp (   )

Dear teachers:

Read the following items carefully and write your opinions and information about them.

I. Are the activities and guidance of the supervisors useful for you?

II. If you have attended SOS/PG. BELGIUM seminars for teachers or four months course, is there some relation between that training and supervisors present activities in your schools?

III. In which part of Pedagogy, do the supervisors help you?

IV. Are these helps and guidance enough for up-grading your professional skills or not?

V. In which part or side of your profession do you need more help and guidance?

VI. In relation to the improvement in our supervisors activities, write your opinions for farther improvement in our future programmes.

VII. In your opinion this kind of Programme, how long should continue?

VIII. Is there any other foreign organization helping you in education ? In what field?

IX. Can you writ e the difference between the teachers who have taken teacher training seminars and those who have not taken?

X. What are the obstacles that you cannot apply your knowledge and training in the classroom situation?

XI. If you know something, how to remove these obstacles please write to us.

XII. If you have other opinions, suggestion and proposals for improvement in our activities for helping you, please write to us.

The summary of the answers by the teachers and headmaster in experimental schools

I. Now by the guidance of PMT supervisor we can see a great improvement in the work of our teachers. They are practical, active and use all sort of materials in the classroom.

II. Your supervisors activities and guidance coming to our schools are useful and fruitful in improvement in teaching area.

III. Your supervisors had helped us in academic and administrative area, and methodology, teaching materials, discipline and other problems in the schools.

IV. Regarding the duration of your cooperation and help, we need such guidance with continuity, because in process of Education we need continuous help and guidance.

V. In choosing the best method in different subjects in making proper lesson plan for each subject and its implementation we need help and guidance.

VI. About the effectiveness of your supervisors, we should say that they are very useful for us. In this short period they brought great change in the teaching methods of our teachers. For the future they suggested the duration of 4 months courses be increased and there should be some increment and advantages to the certificate.

VII. This programme should continue until SOS/PG. BELGIUM is here for helping Afghan refugee. they should not forget us. We hope there will be strong relation between us.

VIII. In our schools another organization by the name of PAK-GERMAN is also working, but their work is limited only to first grade teachers ad children.

IX. Those teachers who are trained either through seminars or 4 months courses are much better than those who have not any training. They can apply some of their training in schools, but if helped they improve their skills in teaching to a great extent.

X. We don't have specific difficultly in applying what we have learned during seminars or 4 months courses. There are other problems such as shortage of teachers, teaching hours and load, materials, regulation and economics problems for the teachers which affect the teaching-learning process.

XI. We think if the teachers are enough, and teaching hours and load are fixed at a reasonable level with the completion of teaching materials we will not have problem in applying our training.

As we mentioned before, one task of PMT in the experimental school is to collect feedback information for the future courses of TTC and seminars of PMT. One thing they found out during their work in the school was the teachers lack of information in using teaching Aid materials. They were not able to use felt-board properly, which was introduced by SOS/PG.BELGIUM in schools. we thought that there was some shortcoming in teaching of feltboard during the 4 months of TTC courses. To get ride of this problem in the future and to give information about the use of feltboard to the teaching staff, in teaching language and mathematic, one week of Pedagogic afternoon was set aside for this purpose.

We started the session from Nov. 5, 1989 in which the instructor was Mr. Benoit Heuchenne the chief of mission SOS/PG. BELGIUM and the translator was Amir M. Ahmadi head of Education department. The participants were all TTC and PMT members. Haji Sadullah was assigned to take notes after the translation and discussion in Pushto which would include the results and conclusions of the discussion.

Mr. Benoit Heuchenne started from the very begging of the guide book for the feltboard. He explained the materials in the book step by step, where each member of TTC and PMT had the chance to ask questions, add something, suggest, and bring some changes. The process was just like a seminar or workshop.

Mr. Benoit Heuchenne started showing the 21 pictures related to the feltbaord, and its use in teaching language in the primary school. He mentioned the importance of those pictures in improving the imagination and thinking of the children. He went on discussing the materials step by step, according to the level, understanding and readiness of the children.

The presentation was from simple to complicated and from visual to oral and finally to written sentences in the following ways:

At the beginning the children can be asked to draw lines around each picture on the board. at first they may have difficulties in drawing the lines. They may draw in bad shape, but by practice they will do better. This will result in developing children sensory and motor skills.

Later simple stories are used either by the teachers or from the book. Parallal to telling the story related to the pictures those pictures are put on the feltboard.

9. About experimental schools Mr. Sadullah said that experimental school's teachers say, whatever the supervisors say they can't do it practically. They have complains about teaching aid materials which they don't receive enough teaching aid materials from UNHCR. Mr. Benoit suggested that they should write these points and transmit it to UNHCR.

He added also that in this year it is difficult to purchase teaching aid materials, and distribute it to the schools, but in 1990 they will make a schedule for it.

10. Mr. A. Hai Suggested that if PMT and TTC purchase materials together and put it in the store, it will be better. Regarding this matter Benoit said that; whenever, they want to purchase they should prepare a list, which they need, and deliver it to the administrative office.

11. About regulation of the dormitory Mr. Nasim explained the previous regulation of the dormitory, that it was cut without any result. In this time it will be prepared by A. Hai in Pushto, and then after translation it will be discussed.

12. Survey of schools will be held by TTC as will as PMT said A. Hai. Benoit said regarding to this matter that PMT has experience in these kind of survey, and TTC should have contact with PMT.

13. About teaching aid materials store, Sadullah said that if they have a spread room it will be better, because of the lack of the place they put every thing in their office, which is not a good place for it.

Benoit said that like ASYAR they may also divide the room, in one part they can put teaching aid materials of PMT, and in other part they can put TTC materials. Mr. Nasim also said that they can divide the dormitory into two part, one for TTC books, and the other side for PMT teaching aid materials.

14. Mr. A. Hai said that there is a need of metal table for Lab, because mostly they face some problems, while they have experiments using acid.

15. M.Shah Hussain suggested that if, it is possible to put a seat at the back of the car it will be better. Because Shamshatoo staff is more then to fit inside of the car.

The meeting started at 2:00 o'clock and finished at 3:30.

During the summer vacation we had our four seminars one after the other, three in Peshawar and one in Mian Wali. The report of each seminars is presented in the booklet. We got a lot of information from evaluation of each seminar, by which our next seminar was enriched.

We were engaged with our third seminar when the new director for SOS/PG.Belgium and Chief of the mission Mr. Benoit Heuchenne came from Belgium. We are happy to have him with us because he is not new in this institution. He was here before and is expert in the field of education and Administration. We think our work will improve more through his guidance and hard work. I am sure this will result in further development in the education of Afghan Refugees children.

After his arrival we had many meetings with him about the future Programme. But he was trying hard to eliminate and get ride of budget problems. Because we had deficit in our budget. On Aug 28, 1989 under his leadership we had a general meeting of PMT and TTC. In this each member was supposed to write his idea about the activities of 1989 including positive and negative points. Also in this meeting everyone gave his proposals about the activities of both PMT and TTC during 1990. Some of the meeting materials are included in this booklet. Also we started our follow-up Programme in september 1989 here in Peshawar and on Oct 1, 1989 in Mian Wali schools of Punjab. In these follow-up Programme we did help the teachers in real classroom situation the reports of which is included in the booklet.

I hope by reading the booklet the readers get clear information about our activities. For those working in the future here I hope it will be useful information.

With best regard

Amir M. Ahmadi
Head of Education.

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THE MEETINGS

SOS/PG. BELGIUM

SOLIDARITE AFGHANISTAN
DEPARTMENT OF EDUCATION

PMT

GENERAL REPORT

MAY 15 TO DEC.31
1989

Prepared by: Amir M. Ahmadi

SOS/PG.BELGIUM

SOLIDARITE AFGHANISTAN
DEPARTMENT OF EDUCATION

PMT

General Report

May 15 to Dec. 31

1989

Prepared by: Amir M. Ahmadi

Ref.: hbo913

The present report from the Pedagogic Mobile Team of **SOS/PG*BELGIUM** closes the year 1989 in an happy way for the staff of this project.

It has to be remembered that this project started in April 1988 to get a feedback from the schools whom teachers were trained by the Teacher Training Programme of SOS/PG*BELGIUM too.

Since its beginning, due to brain drain to foreign countries, the head of the project has been changed 3 times in the first year of it existence. It is too much, specially at a beginning of such a new project. Above all, the direction of SOS/PG*Belgium has faced some difficulties and vacancies from July 1988 to July 1989.

How a project, an organisation may survive through so many troubles ? There is one answer only : The man power. I came back in July 1989 after more than one year out of Peshawar. I found a project in good health : Main members of the Team remained unchanged and was in the hand of new head as fresh as I was : he started one week earlier than I.

The team working for this project seems to me to be the main key. This far better the team I ever worked with : Responsible men and women working to upgrade the level of primary teaching.

I do not lead them, I am driven by them. They choose their own objectives after long discussions when everybody argue for or against a point, they choose what looks the best direction. They manage seminars, elect a chairman who changes from one seminar to another one, the chairmen or Chairwoman organises, dispatch the task to combine their efforts.
Then they act and evaluate their job.

When I do not see them during intense discussion, they are either in schools or drawing charts, teaching aids, all by themselves, cutting, sawing, sticking,...

They do not stop to ask questions, to be concerned by the project as an entity. I notice that those kind of project are run by afghans and we do not talk a lot about those who do it properly.

The daily work of the **Pedagogic Mobile Team** is done by those 7 members who present their result through all this report, This report is a collection of minutes, reports, different kinds of documents written all the year long.

The work presented is sure not the best, not perfect and still stay perfectible. We, all as a team try to do it step by step, a bit more further everyday. We try !

To end this introduction, after thanking the 7 pedagogic supervisors, i have to thank the **Commissioner for Afghan Refugees, Main office or Education Cell. Both Mr. Gulzar Khan and Mr. Habib-Ur-Rehman and their staff and before him Jadoon Khan** have always try to step up the close collaboration we have.

The **United Nations High Commissioner for Refugees (UNHCR)** which sponsor a part of the programme has also to be thanked : We have always get the full support of the Education Programme Officer : **Mr. Gregor Schultz, Ms Shahnaz and Mr. Lars Ake Staahl**. They never hesitate to show up, to join the staff to visit the schools and evaluate their work.

The other donors are also important such the Belgian Organisations SOS/PG*BELGIUM - SOLIDARITE AFGHANISTAN, VOLENS, or BELGIAN GOVERNMENT through our TEACHER TRAINING PROGRAMME.

One regret only : the poor amount of money devoted to primary Education for all the refugees. It seems that only few has understood the necessity to invest money in education : What is given now is a drop compare to the other fields. Millions of dollars for curative medical work. peanuts for education which is also a side of preventive medical work at long term. When donors (including United Nations) would understand that, things will start to change at other levels too.

A good teacher may teach under a tree or in nice building, but a school will never be a building alone.

But it's true, You can't get bloody and nice pictures in Education. How difficult to convince donors !

So, if you are concerned by Education, I am sure you will find interesting topics in it. If you are not : Do not search for pictures, there are few only, and not really speaking by themselves.

Heuchenne, Benoît
SOS/PG*BELGIUM
Chief of Mission

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Introduction:

"Education is a debt from the present to the future generation." This statement is really a fact to be taken into consideration wherever we are working. The information and experiences of one year is passed to the next coming year as a continuous process upon which the new experiences. are added. If this continuity is stopped the whole process of change, improvement, and development will stop. How these experiences and information are passed? The answer is sample. All these information and experiences are passed through books written materials, and different kinds of reports. PMT did accordingly and wrote this booklet which includes all activities and experiences from May 1989-Dec 15, 1989. In this booklet we have collected materials about the survey, experimental schools, meetings, and the seminars held in SOS/PG.Belgium education department and the follow-up Programme.

We have two kinds of survey in the AR schools in Pakistan. The first kind of survey is to find out which schools need more help to be chosen as experimental schools. The second kind of survey we do in AR schools is to select those teachers who need training through seminars. This means by both kinds of survey our aim is to find out the training needs of the teachers. We try to help them in the experimental schools as on the job training where each PMT supervisor take responsibility for these teachers. Also we give at lest 4 seminars in SOS/PG.Belgium education department to up-grade the standard of teachers during the year.

The first survey we had was in Peshawar area. We surveyed most of the AR schools of UNHCR, among which we selected ten experimental schools. We worked in those schools as follow-up Programme with teachers which you can read in this booklet. The second survey we did was in May, 1989. This survey included 90 boys schools and 24 girls AR schools of UNHCR. Also our supervisors surveyed AR schools in Mian Wali of Punjab. At the end we found out that there were 300 teachers who needed seminars. Since we had budget Problem we couldn't give seminar to all of them instead we plan four seminar for 160 teachers. Three seminars were for male teachers and one seminar for female teachers during the summer vacation.

Before starting each activity we had a meeting to decide about the plan of action. All those meetings were in Pushto but here in this booklet we have the translation in English. In those decisions all the PMT had participated.